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# **SECRETARIAL NOTES**

of the

## **Sixteenth Annual Conference**

of the National Association of

## **Deans and Advisers of Men**



Held at

**NORTHWESTERN UNIVERSITY**

**Evanston, Illinois**

**MARCH 29, 30, 31, 1934**

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# PROGRAM

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THURSDAY, MARCH 29

## MORNING

9:00—Registration.

9:30—Welcome by President Walter Dill Scott of Northwestern University.  
Response by Dean B. A. Tolbert of University of Florida, Vice-President, N. A. D. A. M.

Paper by Dean S. H. Goodnight of University of Wisconsin: "The Responsibility of an Institution for the Academic Performance of Its Students."

Appointment of Committees:

- (1) Nominations and Place of 1935 Meeting.
- (2) Resolutions.
- (3) "Question Box."

Announcements.

## AFTERNOON

2:00—Paper by Dean F. H. Turner of University of Illinois on the early history of the Association, prepared on the basis of Dean T. A. Clark's posthumous papers.

Paper by Dean William L. Sanders of Ohio Wesleyan University: "Kryteria."

## EVENING

Informal Dinner, Goodrich House.  
Speaker: Dean Stanley E. Coulter.

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FRIDAY, MARCH 30

## MORNING

9:30—Papers by Dean J. A. Park of Ohio State University and Dr. Francis W. Shepardson, President Association of College Honor Societies:

"Intercollegiate Honor Societies."

"Question Box." (Report of Committee)

Luncheon—Arrangements in charge of Dean J. W. Armstrong of Northwestern University.

## AFTERNOON

Paper by Alvan E. Duerr, Past Chairman of National Interfraternity Conference: "A Proposal to Assay the Greeks."

"Question Box." (Further Report of Committee)



**SECRETARIAL NOTES****EVENING**

Banquet, Edgewater Beach Hotel.

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**SATURDAY, MARCH 31****MORNING**

9:30—"Remarks" by Dean George Culver of Stanford University.  
Business Session.

Sixteenth Annual Conference  
*of the*  
THE NATIONAL ASSOCIATION OF DEANS AND  
ADVISERS OF MEN  
*Held at*  
NORTHWESTERN UNIVERSITY, EVANSTON, ILL.  
MARCH 29, 30, 31, 1934

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THURSDAY MORNING SESSION

March 29, 1934

The Sixteenth Annual Conference of the National Association of Deans and Advisers of Men, held at the Young Men's Christian Association, Evanston, Illinois, March 29-31, 1934, convened at nine-fifty o'clock, Dean H. E. Lobdell, President of the Association, presiding.

**President Lobdell, Massachusetts Institute of Technology:** Having been reminded that it is time to get started, I intend to do so without any ceremony. I think I can speak for all of us in saying, that we are glad to be here and that we are looking forward to the events of the coming few days.

We have the great privilege and honor of hearing from the President of Northwestern University, who will be introduced to you by Dean Armstrong.

**Armstrong, Northwestern University:** Mr. President and Fellow Deans, I have appeared in various capacities before this assembly, and it now gives me great pleasure to appear as host dean and also as the introducer of the President of Northwestern University. President Scott is not only a great educator, he is a great "boss."

When I first became Dean I was astonished at the lack of orders coming from the President's office, but I soon found out that he expected a man to run his own job and be responsible for it. Over a course of ten years I have learned to admire him and respect him for his work as an administrator.

President Scott, this is our Association. We welcome you to it.

**Dr. Walter Dill Scott:** I have discovered it is a wonderful thing to be introduced by a member of one's own faculty just before the annual budget is made up.

A university is an amazingly complex organization. It is not a thing that resulted from somebody's sitting down and making a blueprint of what it should be. It grows more or less like Topsy, and not at all like a blueprint.

There are certain aspects and certain indices that are important, but no one must be overly emphasized. When I think of the universities here represented, I think of the various things we do. We have a special point of view, and that is the promotion of learning.

What we want to do is to promote learning; individuals and the public are a necessary evil. By promoting learning, we mean, of course, the preservation of learning and the dissemination, and also the discovery. We think how we can promote the discovery of truth—the analysis and preservation of truth, but we are thinking mainly of the discovery of truth. We are on the track of experiments.

We admit the necessity of undergraduates, but they are a necessary evil. We have to train men to practice law and medicine, but that is just too bad. What we are interested in is higher learning, and not people. We need to realize the necessity of students, because somebody has to be developed to go on and discover new truths.

I think we got that point of view from the German universities. That is where I studied. I believe in that point of view, but it can easily be over-exaggerated. In my judgment we have stressed that point of view more than the other point of view.

When I meet with our professional people, and more, when I meet with the possible donors, I am compelled to think of a university as a place that trains people to serve public needs. It is the great public who like to get into trouble and then need a lawyer, or who get sick and need a doctor, and who have children who must be educated; and the university must make its primary function the serving of these public social functions. The legislatures vote money because of that; the wealthy give their money because of that. They are not interested in the students; they are not interested in the discovery of truth. They are interested in public service and they feel that must be taken care of.

Chicago and the other cities of America and all the rural districts feel those human needs. I am glad to have meetings of professional groups that stress that.

But there is another point of view, and that is where you men come in. As I conceive of your function, you are one of the group who emphasize the importance of the student body, of the human individual. Now, incidentally, a human individual may discover truth, and incidentally, he may perform some public service; but the creating of personality, regardless of what is going to result therefrom is your job.

Those of you who come from a college just take that for granted. By that I mean an independent college. The dominant idea in an independent college is the individual student. In our university colleges there are two other points of view, two other purposes: the discovery of truth, and the serving of the human needs—social service.

Personally, I favor the university college, but I am frank to admit that the independent college has very distinct advantages. You men are bringing to a university, if you are from university colleges, the ideals which are very easily brought to bear in a small college. I trust that you will stand by your emphasis and by your ideals and that you will leave it to reason to assume that if we develop great personalities there will be a progress.

You can assume that our present depression is not due to the fact that we do not have enough economics, and it is not due to the fact that we are not able to apply those principles of economics, but it is due to the fact that we failed in our personalities. It is Krueger and Insull that

have failed. The leaders of our industrial age are the ones who have failed, rather than our economics. Undoubtedly we ought to make progress in science, but if we are going to have a stable universe, if we are going to preserve the capitalistic system, or any other, we must have men.

I am very pleased to have you here, because I think you men are emphasizing the most important phase in the institutions of higher learning in America and in all the world. Go ahead and do your work; over-emphasize it if you can. Make it stand out as far as possible. We need you here, and we are congratulating ourselves on the fact that you are here. I thank you for coming.

**President Lobdell:** Thank you very much indeed for your generous remarks. Knowing that for response we would be needing superlatives, our thoughts turned to a native son of California and a man from Florida. Because of the uncertainty of the earthquakes in California, and the feeling that we were ahead of the hurricane season in Florida, our final selection came to Florida. Since we have been successful in beating the hurricane season. I will call upon Dean Tolbert, our Vice-President, to reply to this address of welcome.

**Tolbert University of Florida:** Mr. President, President Scott, Gentlemen: The next time you call upon a man from Florida to respond, please make arrangements to have the show over before he gets here.

It is indeed a pleasure, President Scott, for us to be here with you at Northwestern University, because we look upon you and your institution as having done a really remarkable piece of work in the job we are trying to do.

A number of years ago you aided in making a start in personnel work. We had been deans of men for a good many years. We find that in your work you added to the instruments of precision, and so you added to our ability to do our job. Hence, we are indebted to you and glad to be here at Northwestern to see your set-up and to visit with your workers, also to learn from you the various things that have made your work so successful.

Our Association is not a formal one. We have been meeting together from year to year in an effort to "swap" ideas and to discover the best ways of doing various jobs that we have to do. It has been my practice to attempt to carry back from each one of these meetings at least one idea that will help me to do my job better, and I have been successful in doing this. The only trouble about coming to Northwestern is that I am afraid you will give us so many ideas, all good, that we will have difficulty in selecting the ones to take home with us.

We thank you for your welcome, sir, and for your understanding address.

**President Lobdell:** It is a pleasure to report on behalf of the present administration that it has been most successful, and that the Association of Deans is on the upward path. I can say this because at the meeting a year ago the Association hit a new low. There, it was impossible to find anyone present to take the presidency so the committee selected someone far away and notified him after the meeting was adjourned making it impossible for him to decline.

Being left without any instructions or help or assistance from anyone member of the previous administration except what I could get by corre-



spondence, I journeyed to Akron to see the Secretary. He told me that all I had to do was to arrange the program for this meeting.

At the National Interfraternity Conference meeting in Chicago, last fall, I asked some twenty-odd deans to come together and give me their opinions. They said the first thing, "We want to hear Scott Goodnight on anything." I accepted that, of course. I wrote to Dean Goodnight who replied that he did not know what to talk about. I came back with "The Responsibility of an Institution for the Academic Performance of Its Students." It probably has nothing whatever to do with what he is going to say.

**Goodnight, University of Wisconsin:** I have been away from these conferences a good while. This is my first offense against the peace and dignity of this notable assemblage for some four years.

I suppose alibis are the first thing in order. I want to pass the buck on to this Association for my absence from the California meeting two years ago. I had made all plans to attend. The meeting was to be in May, and it happened that my son is graduating from the School of Medicine in Portland, Oregon, in June. Mrs. Goodnight agreed to it; ergo, we fixed it up. We were to witness my son's graduation and meet the young man's fiancée. We were to drive westward from Wisconsin, see the Grand Canyon and other sights, and go on to Los Angeles. There we were to take in the meeting, go up the coast and pick up the young man. My six weeks' leave of absence had been granted by the administration. And what happened?

I will not pause for a reply. A frivolous element in this noble body shoved that meeting into July so they could see the big games out there, and my plans were shot. I repeat, Mr. President, it was the playboys of this crowd—Bursley, Culver, Coulter, and Fisher—that gypped me out of that wonderful trip I had expected to have.

I am certainly more glad to be back than are you to have me. The topic assigned to me, as you will observe, is one of the well-known, "ask-me-another" type. I think it is a title Lobdell thought up one night last winter after a heavy dinner topped off with mince pie.

...(Dean S. H. Goodnight read his prepared paper, entitled "The Responsibility of an Institution for the Academic Performance of Its Students")...

### The Responsibility of an Institution for the Academic Performance of Its Students

By DEAN S. H. GOODNIGHT, University of Wisconsin

How much we do, or attempt to do, for our American college students in the way of personal supervision and welfare service doesn't loom so large until we institute a bit of a comparison between our present system and one which made no such attempt whatever. I refer to the German university of pre-World War days.

It happens that German was my academic field, and when I was graduated, a couple of centuries ago, from a small college, I went directly to Leipzig for further study. Several years later, after completing my Ph.D. work, I had leave of absence and spent another full year at Leipzig,

entirely on my own as to the work I pursued. During these two periods of residence I had a good opportunity to observe the differences between American student life on a small college campus and a state university campus on the one hand and in a representative German university on the other.

The German university accepted virtually no responsibility whatever for the scholastic welfare of its students. The institution consisted of a small registration office, where some four or five thousand students called incidentally during the first two or three weeks of the semester to pay small fees, of plainly but adequately equipped class and lecture rooms, of well supplied seminary quarters, of a splendid library and some excellent laboratories—nothing else. There were no athletic fields, stadia, unions or dormitories. The collegiate dean as we know him simply wasn't. There were no such things as attendance records, warnings, probations, suspensions, dean's lists, reports of progress, or any of the machinery which is so familiar to us for prodding recalcitrant youngsters into academic action. You were welcome to register and pay the modest matriculation and course fees, but whether you attended the courses or whether you did any reading or studying in connection therewith was entirely your own affair, and no one else showed the slightest concern over it. You might register in twenty courses for a given semester, not attend a single one of them and not so much as a question would be asked about it. In fact, that sort of thing was common enough. The sportively inclined young German of means, coming from the nine years of rigorous discipline and rigidly prescribed curricula of "Gymnasium," not infrequently allowed himself two or three semesters of "akademische Freiheit," matriculating, to legitimize his admission to a duelling fraternity and to procure the student fee card which exempted him from arrest by the municipal police, and not beholding the interior of any university building thereafter for the ensuing five months, unless he were so unfortunate as to fall into the hands of the beadle while intoxicated and have to spend 48 hours in the "Karzer" on bread and water! Of course, those fellows had had a thorough schooling and grounding in the "Gymnasium," and after two or three semesters of play, they took hold, as they were well able to do, and went through to their degrees and their professions. Few of them actually fell by the wayside.

The whole scholastic system, it appeared to me, might well have been described as a series of hurdles which you were permitted to take if you could, but no one cared in the least if you elected not to try. You couldn't take the examinations for a Ph.D. unless you had good reports from several summaries in your major field; you couldn't enter a seminary unless you had done well in several proseminaries; no professor would admit you to his proseminary unless you brought him evidence of real accomplishment in the way of lecture notes and reading notes in a number of lecture courses. You were permitted to make progress, but you were never urged or prodded to do so. You had to be your own self-starter and keep up your own steam. If your energy or initiative or health or money gave out at any particular stage and you quit and dropped out, there wasn't even a question asked. If you loafed and refused to do any intellectual work,

that was quite all right; you simply made no progress and no one was in the slightest degree perturbed over it.

Now when I compare those conditions with what you and I are familiar with—mid-semester, student warned, end of semester, placed on probation; second semester, seen frequently by Dean and reported on by each instructor; end of second semester, may continue on second and final probation, must make grade points equal to credits or withdraw; third semester, hasn't quite met terms, but may continue on third and final probation till the end of the year, but must carry a reduced schedule; fourth semester, dropped unless he can show ground to the contrary; fifth semester, has been under suspension for a semester, may now be readmitted on fourth and final probation for a semester, changing his major to physical education; must repeat English composition, but may substitute for physics and mathematics, etc., etc., *ad libitum* and *ad nauseam*—well, isn't it about time we were beginning to take a leaf from the German notebook?

Now it is quite true that the above comparison between the American college and the German university is wholly unfair, because the German university is purely and simply a graduate school. Our parallel should be with the "Gymnasium," where, as I have indicated, the discipline and the requirements are very exacting. But I am not at all sure that we should not be much better off in our colleges if we were to scrap a large part of our machinery, should raise the pass mark to something approaching a high C in our present rating and should award a flat failure to each and every performance below that standard. We might then do away, I should think, with conditions, condition examinations, probations, grade points, executive committee actions and voluminous records in the offices of deans and registrars. It wouldn't even be necessary to suspend students for poor work. Let a play boy accumulate a nice collection of failures for two or three semesters, and let the realization percolate through to father and mother that "sonny boy" had spent a couple of thousand dollars without making any perceptible progress toward a degree, and I don't believe the college would have to do much about it. And after the system had been in operation for a period of ten years and the public had really begun to understand it, I am convinced that the effect would be very salutary. There would always be some private institutions, of course, which would thrive on the boys and girls who can't get on without the molly-coddling, "wet-nursing" and "spoon-feeding" to which we have been accustoming them, but the colleges would become known as places of opportunity for those of intellectual ambition and ability, and we should have reason to be prouder of our product than we sometimes are under present conditions.

I have several times discussed with German scholars the relative advantages of the two systems in terms of the product. They will readily admit the superiority of our plants and equipment, of our laboratories and libraries, and they are not prone to disparage the quality of our teaching; but they nearly always fall back upon the superior intellectual independence of their students as compared with ours and attribute this result almost wholly to their system which predicates ambition and initiative on the part of the student, for the simple reason that no progress is possible without it. I am not so sure they aren't correct in their contention.

I want to point out one more startling difference between the German university of pre-war days and the American college. If a boy failed in the German university, it was a ghastly tragedy; the doors of professional opportunity were closed against him; his only alternatives were suicide or emigration to one of the Americas. But the public had no sympathy for him. The university was all right—why didn't he do his work? While here, if a boy flunks, the question is immediately: "What's the matter with that place anyway?" His father lets it be known that he is a tax payer and a worthy democrat, and he has a right to send his boy to college if he wants to! They'd better get some good teachers over there, so the youngsters can have a chance. My belief is that the measures proposed would remedy this situation as well.

But I suppose it is useless to hope for anything of that sort. We appear to be inevitably committed to the "wet-nursing" program. Our whole American psychology, at least in normal times, is: We will endow great universities, tax ourselves to have them supported by great appropriations, equip them with everything that they can use, pay high salaries to faculties of renown, but, having done all this, we hold them responsible for the results! They may set up reasonably low standards of admission, but when boys and girls meet those standards and enter, it is up to the college to take them on through to graduation! And so we are driven to the supervision, the prodding, the advising and counseling, orientation weeks, intelligence tests, and the ingenious automatic device of the grade point system, advisers, dormitory fellows, scholastic chairmen, junior and senior deans, deans of men and of women, executive committees to make special rulings in special cases, and all the other machinery whose intricacies amuse the foreign beholder.

As deans of men we are a part of this machinery. From a selfish point of view, we surely ought not to want to see it abolished. Some of us have the supervision of freshman grades, the interviewing of those who begin to falter, and much of advising and counseling. Others of us, where the institutional organization differs, escape a large part of that work. But I imagine all of us have the supervision of living conditions, of extra-curricular activities, of fraternities and are more or less concerned with disciplinary matters. All of these have direct effect upon the success or failure of the students' college work.

What, then, is the bearing of the question we are discussing upon us? How far can we and should we go in assuming responsibility for good work on the part of our students?

In general, my answer would be that we should go just as far as we can in making conditions for study good and in protecting students from the inroads upon their time, interest and energy of distracting influences. Presumably, the institutional organization will provide for the appointment of an adviser to see that the student has a proper program of studies, a reduced schedule if he has to spend long hours at outside work for self-support, and that his program is complying with the requirements of his course. Thus equipped, the student sets out to do his work. And now our function begins. We must do what we can see to it that he has an opportunity to do it. Dormitories, fraternity and lodging houses should



be kept as quiet and orderly as possible. The amount of supervision in these matters probably differs greatly in different institutions. We endeavor to keep our dormitories fairly orderly by means of graduate student fellows, one of whom resides in each house of thirty men. We send quiet hour rules to each lodging house and offer to come to the support of the house mother if she can't manage her situation and will report it. We require each fraternity to adopt house rules containing provision for quiet hours, but our success is more problematic there than elsewhere. Some chapters do well; others do not. Graduate managers in some houses do a good job. In others their success is not so marked.

We can also check to some degree the encroachments of the extra-curricular upon the scholastic work. Eligibility regulations if persistently followed up will prevent the student whose work is in bad shape from continuing in the activity. There is no guarantee in the rules, of course, that he won't waste his time at something else. But for the student who really wants to carry on a certain activity, there is a real incentive to remain eligible.

A calendar of student activities with the requirement that events be properly scheduled in advance, gives a measure of control over the spacing of events, prevents congestion and conflicts, and puts the dean in position to reason with the group which wants to hold too many parties. We also set a deadline two weeks before the beginning of final examinations in each semester, and authorize no social functions during this closed period. A concert or lecture is not taboo, and intercollegiate games—basketball in January and baseball in May—are carried out as scheduled, but dances, theatrical performances, fraternity initiations and the like are definitely out. Notice of the deadline is given at the beginning and toward the latter part of each semester. It has now become traditional and affords quite a bit of protection for the students in the final fortnight before finals. To be sure, there is always an element which resists protection and resorts to movies, pool halls and roadhouses to compensate itself for that it misses on the campus. There is nothing much that we can do about that. These individuals simply have to insure their own risks, and they know full well that a knowledge of their practices on the part of the dean or the executive committee doesn't help their cases if they get into scholastic or disciplinary difficulty.

There is a real correlation between disciplinary work and failure in college in some few cases. The student who can dissipate and keep his work up well is a rare "bird." Similarly, bad health may have a very deleterious influence. Our junior deans, who deal with freshmen and sophomores, keep in touch with my office and with the student infirmary. Similarly, I receive the infirmary report daily, and when a disciplinary case arises, I check the academic record at once. The Dean of Women follows the same practice. Our collaboration between academic offices, infirmary, offices of the Deans of Women and of Men and the Bureau of Guidance and Counseling, where high school records and records of intelligence tests are kept, is a matter of agreement between us. We meet at the beginning of each academic year to discuss ways and means of more effective cooperation.

I sometimes wonder if we do not do too much for our students, if they wouldn't get a better discipline and attain a better training, if we weren't so constantly on the alert to protect them from their own mistakes. We carry paternalism to great lengths. And the discouraging factor is that, the further we go, the more is expected of us and the more we are blamed for what we don't accomplish. But, *nolens volens*, we are definitely committed to paternalism. Our students are young, parents and the tax-paying public expect much of the college, and I see no practical means of escape. And we doubtless do prevent a good many wrecks which would ensue from a hands-off, survival-of-the-fittest policy. Nietzsche's super-man doctrine has never gained much ground here in America.

**President Lobdell:** I am pleased and amazed that you have stuck so closely to the topic which was formulated under somewhat the same circumstances which you ascribe.

**Culver, Stanford University:** Dean Goodnight, you seem to be rather discouraged in the first part of your paper that this thing would come about.

In the last meeting of the Scholarship Committee before I left the university, we introduced a resolution of recommendation to the Academic Council to consider the possibility of no disqualification after the junior year, that is, that a man could stay as long as he wanted to. We did not feel like going the whole distance and saying the lower division men could not have a little paternalism.

Of course there is the thought that it would bring a little more money, but I do not believe that was behind it. There was some feeling that we might develop a "country club group." We do not want to see that, of course, but I believe this could be discussed. I believe, myself, that it might make a little work for the deans of men, but it is a sound idea.

**Goodnight:** I hoped that paper would promote quite a lot of discussion, and that we would get intelligent consideration of this.

**Thompson, University of Omaha:** Dean Goodnight, is there any provision at Wisconsin for the analysis of disabilities? We found at the University of Nebraska that there was very direct correlation between the ability to read and the failure in college. We attempted to teach the freshmen to read over again by giving them a course of six weeks' duration. We increased their speed of reading to such an extent that they were able to increase their former ratio over 100 per cent. We found that those people who increased their ability to read also decreased their failures. We also found that to be the case in the institution I am in at the present time. I believe similar results have been demonstrated at Ohio State University. I would like to ascertain just how frequently that particular technique is used.

**Goodnight:** I do not know, I am sure. I do not think we are doing anything in that line.

**Culver:** We are giving reading tests along the same line.

**Leftwich, Oak Park Junior College:** I would like to ask a question of our speaker. He seems to have set up two extremes—one is paternalism, and the other one, trusting the student to be a super-man. I wonder if there is not a compromise between these, probably a new educational philosophy that might be worked out?

Paternalism is not a very good situation for effective education; neither is the German ideal. Some of you are educational psychologists. Perhaps our speaker can state a new educational philosophy that we might follow. Do we have to go on using paternalism, or do we have to switch over to this other extreme? Can we find something a little more balanced which may have an essence of each one of the extremes, but which is not an extreme? I would like to have the speaker's answer to that, if it is not too simple a question.

**Goodnight:** My recommendation may be explained as follows: We had a meeting of the Professors' Union in the University Club and I appeared before them and advocated very strenuously just what I have advocated here. I should set a fairly high passing mark. I should set perhaps a "C" average, perhaps a "78" or "80" in the numerical mark. I should have two marks—passing and failure. If it were necessary for the sake of Phi Beta Kappa, we might introduce a third mark called "honors". But I should not have any more. In this way you could stop the objectionable practice of grade chasing, and it would accomplish a great deal of the purpose. I would just have the word "failure" for all this mediocre and nondescript performance.

It would be productive of good results, and I do not believe we would have as much fooling around with these students who attempt to do just as much as is necessary to get by, and who, up to this time, we have. Fortunately I do not have to do it, but I do sit on the Executive Committee had to keep on probation. My soul gets weary of that sort of thing, and have some connection with the affair. I have access to the student records of all the colleges at all times, and so I see there is a great deal of that.

**Armstrong, Northwestern University:** I have the feeling that Mr. Leftwich is presenting a very valid proposition. After all there is another trend in Americanism at the present time.

In the first place, I think a lot of this problem is settled by selection. You talk about the "hard-boiled" attitude. I think one place where we ought to be "hard-boiled" is in the admission requirements. By being a little more "hard-boiled," we can eliminate a lot of difficulties that arise. I realize the difficulty the state institutions have in this regard, but the private institutions have a little more leeway. At the same time, I feel that there is an increasingly strong movement within even the state universities for discriminating a little among the individuals who come into the institutions of higher learning.

Secondly, I believe that a lot of the so-called paternalism has really been something more than that. It has been an attempt to scrutinize the individual for his strengths and weaknesses, insofar as it points out to a man where he is lacking, and the means of settling his difficulties or of improving his strengths. In doing this the university is really performing a valuable function.

When I was an undergraduate I joined the great crowd of those who hated mathematics, which I detested. I did not analyze the difficulty as being in my computations. I was not having trouble with logic. I was having trouble with computations, and had some kind soul at the beginning put me on the right track, I believe I could have solved my difficulty

in a few months by a little hard drill in arithmetic. If administration is intelligent in its effort, not merely coddling, but giving the man the tools for solving his own difficulties, it reaches the middle ground of which Mr. Leftwich speaks.

In America we are sold on the project of bringing education to the masses. We have a different point of view in our higher education and unless we are to turn around and become a lot more exclusive in our ideas than we now are, we must be objective in our methodology. I think that is intelligent administration in education.

I feel, too, that after these men reach the junior class level they have become accustomed to college, and we can be a lot more rigid with them.

**Jones, University of Iowa:** I was very much interested in Dean Goodnight's paper because I have shared, as you all have, the nausea one feels with the sort of thing called "wet-nursing." I think if I were to try to mention the one thing at which we have all failed in our work, it is this: We have made the type of thing we do to the student more or less negative rather than positive. Our rules have been too much directed in a negative direction rather than in what Dean Armstrong has pointed out as a positive direction.

When he speaks about mathematics and having difficulties, they are specific difficulties. In a case of such a difficulty we should try to solve it unless it is a constitutional weakness on the part of the student. I cannot conceive of a physician taking a negative attitude toward a patient. We should look for the ailment and possibly offer an idea for improvement.

I think we should take as a slogan, "If we can find the cause, we can find the cure," and let the patient take the cure, or if he will not, let him die without too much worrying on our part because of it. It might be of some particular value with respect to this specific thing of eliminating students from schools.

We have been facing this from the beginning with a recognition of the goal which the colleges attempt to reach—the social function of keeping the student busy and active rather than idle. Instead of forcing the faculty regulations which require the student to be dropped who fails a certain number of hours, our Committee, this last summer, drafted a letter to the parents, saying, "Your son's record is thus and so, which, according to the faculty regulations eliminates him from the university. But we are giving you and him the opportunity to view this record and make up your own minds whether you want him to continue at the university. If so, he may come back."

There were a few, of course, to whom we did not write that letter, but not many. It was an emergency measure and a deviation from the faculty regulations. A great many did come back, and a great many did not. But we shifted that responsibility for any student who came back, returned because he and his parents decided to continue the investment or expense of sending him to school.

One other constructive measure with respect to reading: We give the reading tests and for the past three years we have had what we call a reading clinic. If students care to avail themselves of the privilege, it is free but not compulsory. The men who have been working at that have achieved some positive results.



Another thing: I brought before the scholarship proctors of the fraternities and the dormitories, whom we had met last year about every two weeks, the heads of major departments in which freshmen take work, to advise with the mthe major difficulties in those particular courses and the best remedies. French, Mathematics, Chemistry, Physics, English—they are the five departments I had represented with the idea of pointing out a positive program to remedy the difficulties.

I could not but feel that Dean Goodnight exaggerated that picture with respect to the German students. I recall David Starr Jordan having quoted a German authority who said, "One-third of the German students at German universities drink themselves to death; one-third ruin themselves by licentious living; the other third rule Europe."

**Dawson, University of Wisconsin:** I am simply a visitor here. Incidentally I drove down with Dean Goodnight this morning and did not even know he was on the program.

I am familiar with the general scheme which was used in the Canadian universities, which was simply to have "passes" and "honors." The names were published in the daily paper. The honor graduates were listed according to rank; the passing graduates were listed alphabetically. It was not possible to know whether you made a good pass or a poor pass.

There is no paternalism in the sense that there is in the American universities. We were left pretty much to our own resources, but there is a very distinct feeling that it is not the proper thing to fail. The feeling is strong, and when I was there really few failed in the different classes of work. I am very sure the quality of study was comparable with anything you could get where we have all the various paraphernalia for keeping up studies. I know that scheme works, and it is a very simple scheme to administer. I believe it would work in our institutions if we try to do it in a gradual way.

**Gardner, University of Akron:** I think there is quite a challenge in Dean Goodnight's paper. I, myself, feel, as I know you do, that American education is a mass proposition.

I do not care what you do with grade systems. I do not think you could work one out that would be satisfactory to all of us. Nor do I think remedial reading is the only solution.

Everyone in this country believes that he entitled to a higher education, but most institutions feel that many are not fitted for college, though educators realize that they may profit by education beyond the so-called secondary level. What mechanical means we take to adjust this situation depends somewhat upon our institutions. I do not believe there are many of us here who would care to turn freshmen and sophomores loose in an institution of higher education. In other words, until a man demonstrates his ability to conduct himself properly in an educational institution, and until he demonstrates an ability to "handle" his own mind, we should not permit him too much freedom. As soon as he can demonstrate that ability to use freedom properly, then put him on the graduate level.

We talk about four years of higher education; and we bind ourselves on the one hand with an objective measure, and then try to talk about a subjective measure. What difference does it make if a man takes six years

to obtain this so-called degree, if it is what he wants and he demonstrates his ability to get it? On the other hand, the great mass (66-2/3%) never do graduate. They come to get a little culture. They stay around a year or two years. Frequently we do not drop them out; they just quit.

As Dr. Jones says, we have too many of these very things Dean Goodnight was telling us about—these mechanical measures. It has been demonstrated that probationary systems do not effectually increase scholarship. We have a lot of mechanical measures that we operate on the *mass*, though, we talk about the *individual*.

I cannot get away from the feeling that the deans of men should emphasize the individual. One man may need remedial reading; another man may have bad eyes; another man may have a domestic situation at home, etc.

We try to get rules and regulations to handle a mass, and we are defeating ourselves. I do not think we have to treat them as a mob; therefore, if the deans of men can adjust themselves, no matter what the size of the student body may be, to an individual approach, not worrying so much about what rules and regulations we have, I believe that we will get much farther helping the student.

**Field, Georgia School of Technology:** I believe possibly that I might add two or three points of interest to the discussion that has been presented so far. We are at present passing through the agonies of growing pains at our school. The new Board of Regents, which is about two years old, is reconstructing our entire university system in Georgia.

Georgia School of Technology is located in Atlanta, and the university is seventy-five miles away. The system has adopted a uniform minimum admission requirement and if a man enters the university system on that minimum requirement, the chances are that he cannot take engineering. A great many come to us wanting engineering who are not qualified for that, so we have the necessity of sorting the sheep from the goats. At least 30% of those men who enter (possibly there will be a larger per cent beginning next fall under the new entrance requirements) are not able to go ahead with the regular engineering course.

This means we are up against the necessity of providing them with some sort of continued preparation in order to prepare them for the work in the engineering school, or else we must give them some sort of adjustment course.

Many of these freshmen that come to us do not know what they want and are using that first year, and sometimes the first two years, to find themselves. It seems to me that that is the special place where the personnel officers can do the greatest and most constructive work.

There are two or three angles that result from the presentation of Dean Goodnight; one of those of interest to us at Georgia Tech, is that a great deal of the "wet-nursing" is done by the scholarship committee without any reference to the personnel office. It may be that our personnel office has not been organized long enough to be able to function, but I was especially interested as Dean Goodnight was speaking, thinking of the committee that "coddles" these men, and after so long a time, without any reference to the personnel office, they fall by the way.

If the personnel office can get hold of them independently of the

"wet-nursing" committee, then frequently the adjustment for this student can be made. I am thinking of one individual case. He happened to be a student in my own class. I had a letter from his father and had talked to the man two or three times. The boy was not doing passing work in the class of mathematics under me, and I was interested in talking to him about the situation. Suddenly he disappeared. I sent for him and did not get him, but two weeks had passed before I realized that I had not seen that student. I then wrote his father that I had sent for him. Then the boy came to see me. It developed that the boy was not interested in mathematics. He said he wanted to be a railroad administrator, and he thought he could get through without an engineering education. When I saw the boy it did not take me long to convince him that he was going about it in the wrong way.

He said he wanted to withdraw. I said, "That is the reason I called you in here. Whatever you decide, I am going to write your father. If you make a decision that you would rather withdraw from school, I am going to write your father to take you out, but if you make up your mind that you can do the work, then I will write your father to continue you here until the end of the semester."

He said, "Do you mind asking my father if he will give me another chance?" I said, "I will do no such thing. You will have to make your own choice if you withdraw at this time. I have a lot of things to do, and I will give you until this time tomorrow." He came back the next day and said he had not quite decided, but that he had about come to the conclusion that he was wrong, that he would have to have an education if he was going ahead with the administrative position in mind. I said that I would give him another twenty-four hours. He came back at the end of the second day and said that he would stay. I said, "All right. I will write your father to try you out until the end of the semester." I believe that lad has now found himself and will make good.

One other interesting experiment that I had a lot of fun with: I have had the job of running through 170 students on these C.W.A. projects, students who could not continue in school without help.

On the work order that I gave to each of these students was a statement that it pre-supposed that he had the character and ability to carry his scholastic work. At the end of the first report period I called in two men that had failed in three or four subjects. I said that I was dropping them because they had failed in their studies. They said, "Because of the C.W.A.?" I said, "I did not say so." I also said, to a dozen other men, "I will give you three weeks to pull your work up, and if you have not pulled it up in that time, I am going to drop you, because we cannot carry you in the F.E.R.A. work unless you do your regular scholastic work." I do not expect at the end of the period that any of those men will have to be dropped.

**Stephens, Washington University:** It seems to me in connection with the general subject, we would do well to bear in mind what the sum of influences are that affect the academic values of our college students. I am thinking in connection with those academic values, of some which are a heritage on the part of our students. There is so much today, which emphasizes in the minds of the typical high school boy or girl the values

which are not immediately scholastic, which are extra-curricular, and which are, I fear, tending to claim a larger and larger place in the minds of our students.

I remind you that these extra-curricular activities are undergoing a more definitely organized process as the years pass. By this I mean the creation of athletic leagues, forensic leagues, and music leagues, which leagues emphasize things not immediately scholastic.

I feel that Dean Goodnight would be prepared to testify that the values which are borne in on the mind of the German youth of pre-college days are intrinsically different. When our students come to us they possess those values in a rather strongly developed degree. I am obliged to believe, speaking generally, we have not yet done nearly all we might to reduce the place that those values possess in the minds of typical students. I wonder, for example, what would be the effect on your enrollment if you were to make a complete extinction of athletics, of music, of dramatics, of newspaper work on college publications, and forensics? I wonder what the net effect of that would be? I think the result would be very, very notable in terms of attendance.

I think that when we face the question that is before us here of what we may do to create better standards of accomplishment, we must not for a moment fail to realize that we are constantly faced with the necessity of curbing and checking the place that these interests, that these values, have in the minds of our students.

It seems to me that the deans face a possibility in reduction of forces that carries promise of no small result. I am sure it would be a slow process. I am sure these interests have established themselves very firmly and very deeply in the thought and estimation of our students, but I cling strongly to the idea that we are never going to reach the goal that lies ahead of us as an ideal unless we strive very earnestly to affect the values that our students carry.

**Edmondson, Indiana University:** I wonder what our goal is. Is it to have all our students of Phi Beta Kappa calibre? It is impossible. Only 10% are of that quality in any group of young people you get together, and the other 90% has to be handled somewhat differently. I am inclined to think that the extra-curricular activities have a very marked value in colleges where we do have mass education. Those who are really scholars can go on to graduate schools. But in mass education we deal with 90% of medium scholastic quality, and 10% of high scholastic quality. Therefore, the 90% must have some activity, some direction in which to work and achieve high scholastic honor.

**Zerfoss, George Williams College:** I have been interested in one question. Why is it that paternalism, or semi-paternalism, or an approach to them, is bad? Is it too much trouble, does it cost too much, or what is the reason?

The point we ought to consider is, does it produce an inferior type of person, who, as he goes out in life and makes his adjustment there and learns to make his decisions, is less able because of the paternalism used in colleges? If we do that for a person, what effect does it have on the individual? I do not see any evidence here one way or another.

Here is a student we have dealt with for three years. We have tried



continually to help him. He is of high intelligence. Is it the psychology of that help given him, allowing him to lean on us that has defeated the purpose? I am interested to know to what degree it is helpful to help a man or to let him go on for himself. When he goes away from the college and away from these encircling arms he has to do that. To what degree is it wise to help these men? It may be that paternalism or semi-paternalism is the thing that defeats the man.

**President Lobdell:** Our time is running short. I am going to ask Dean Goodnight if he wishes to speak again and summarize the answers. Then we will proceed with the next item.

**Goodnight:** I think it has been a very illuminating discussion. I do not believe I have anything to add.

**President Lobdell:** Appointment of committees—There is, of course, to be a Committee on Nominations and the place of the next convention. We will ask Dean Bursley to serve as Chairman of that Committee and will ask Deans Culver and Goodnight to serve with him.

**Committee on Resolutions:** With Dean Stephens as Chairman, we will appoint Dean Dirks and Dean Jones of the University of Iowa.

We have a third committee which is new to this gathering, the Question Box Committee of which Dean Alderman will be Chairman. The purpose of this Committee is to gather information on a number of matters, some minor and some major, but points which could be included on the program, and then to give that information to us tomorrow. In order that we may have some of the help that will be necessary in collecting information, because we have a variety of question submitted, we are going to appoint to that committee Dean Thompson of Nebraska; Dean Tolbert of Florida; Dean Edmondson of Indiana; Dean Field of Georgia; Dean Fisher of Purdue; Dean Sanders of Ohio Wesleyan, and Dr. Greenleaf.

I shall ask Dean Alderman to speak relating to the work he has in mind.

**Alderman, Beloit College:** This is an entirely new experiment in this Association, although I believe the registrars have used it with varying degrees of success. The President wrote to several of you and asked for suggestions and I supplemented his request by writing to some others. The result was a considerable number of questions.

I have attempted to classify the questions. Obviously a great many of them overlap, so your particular question may not be stated in the words in which you gave it, but I think all the questions that were turned in are represented in these three sheets that are bound together.

As I say, I attempted to classify those under certain headings so that they could probably be answered by "yes" or "no." Others are obviously discussion questions. From that number I have selected certain others which you will find on this single sheet, the ones I think will probably need no remarks, just the words "yes" or "no."

I think, Mr. Chairman, we might take time now to check these various questions on this sheet for the guidance of the Committee tomorrow.

We do not know how uniform the certain practices are. If we find that the practice is almost unanimous, perhaps there is no use in dis-

cussing some of these questions. If, on the other hand, we find there is rather even division, we may want to bring up the matter tomorrow.

I think that it may be possible and desirable tomorrow to break up into certain sections. You heard the names of the members of this Committee. I wish you would submit to any member such questions as you are interested in that do not appear on these sheets. I should be very happy if you would express to me or any other one of these topics, so that we may designate you to lead the discussion tomorrow afternoon.

I would like to have you take time now to fill out this one sheet and sign your name or the name of your institution to it.

...Dean Alderman distributed prepared list of questions entitled, "The Question Box"...

## The Question Box

### Office of the Dean of Men in Relation to Other Officers

How many institutions continue to have so-called "personnel officers"? In those institutions where the personnel officer is still carried as part of the administrative overhead, how often does he discharge his duties without unduly interfering with the responsibilities of the Dean of Men?

To what extent should the Office of the Dean administer problems connected with the class attendance of students? Will the advantages derived from the increased number of student contacts be outweighed by the immense amount of detailed work involved?

If you have dormitories on your campus, do you have any difficulty in conflict of administration in your office and the business office. If so, what are the points of conflict?

### Problems of Discipline and Regulation

Has the depression notably increased the normal number of academic disciplinary cases? Of non-academic disciplinary cases?

Has the depression notably increased the normal number of "self-destruction" cases?

How do you handle the problem of cheating on your campus? From the standpoint of discipline, is there a set rule covering all cases of cheating? Are cases handled on individual merits? Is there an honor system?

### Automobiles

How many institutions have some form of automobile regulations? Of those which do, how many have them to solve traffic and parking troubles? How many because of the proximity to women's colleges. How many because the institution feels its students too immature to operate motor vehicles? How many deans who have to administer automobile regulations wish they could get rid of them?

### Prohibition

What has been the effect upon student conduct of recent changes in the prohibition regulations?

### Football

Is the trend to "debunk" football gathering momentum?

**Faculty-Student Relations**

Do you have any organized student-faculty committees? If so, what are they, and what is the field of their work?

**Fraternities**

To what extent are regular courses of training given to fraternity pledges? Are they fostered by the Deans of Men?

In how many institutions are the scholastic records of freshmen made available to fraternities during rushing season?

Is participation in extra-curricular activities confined as much to fraternity men as it was 5 years ago? 10 years ago? 25 years ago?

(a) In how many institutions do the fraternities have resident proctors, advisers, or tutors?

(b) In how many cases does the college contribute anything toward the support or maintenance of these men, such as giving them free tuition?

(c) Have the results obtained warranted the experiment?

What procedure do you follow in connection with chaperoning fraternity dances?

(a) How many institutions have fraternity house parties where the girls stay at the houses?

(a) Do the men move out entirely on these occasions, or do they merely concentrate their sleeping quarters on one floor, leaving the chaperones and girls to another?

**Non-Group Students**

Do you make any effort to provide a social program for the non-affiliated student?

What is done to promote the life of unorganized students on the various campuses?

**Social Life**

Has the depression notably increased or decreased freshman social activities?

See **Fraternities** and **Non-Group** above.

**Finances**

How many schools answered in the affirmative to the inquiry sent out by the Government as to federal aid or part time jobs for students for the coming year? What effect will this aid, if granted, have on the enrollment for the coming year?

Has there been any marked upward trend in loan repayments by students or former students during the past few months?

How successful is your program for the collection of loans?

Is the amount of a scholarship grant to a particular student influenced at all by the fact that he can or cannot afford to belong to a fraternity?

**"Honor" Organizations**

What should be the attitude of Deans of Men toward the multiplication of so-called "honor" organizations on the campus?

**Honors Convocation**

How many institutions have an Honors Convocation? Has it proved worth while?

**Academic Questions**

How many institutions still use achievement tests for admission?  
For sectioning supposedly superior students?

How many institutions maintain one or another form of "honors courses"?

Has the depression notably increased or decreased the general scholarship of classes or institutions?

Can any estimate be formulated as the soundness of the following:  
"Present entering students have more cultural background than those who came to college five years ago? 10 years ago? 25 years ago?"

How many Deans of Men participate actively in the admission of students to the institutions?

**Vocational Questions**

To what extent should universities participate in vocational guidance (vocational being used in the broad sense of all occupations)?

How effective is your program for advising students about the selection of a curriculum adapted to their abilities and interests?

**N. A. D. A. M.**

Should the N.A.D.A.M. consider holding sectional meetings in odd years and general meetings only in even years?

Has the N.A.D.A.M. a main objective? If so, what is it?

Should the N.A.D.A.M., perhaps through a special committee, and over a limited but intensive period, try to bring it to pass that the Deans of Men in the various schools should become more of a factor in initiating policies relative to attendance, student conduct, student participation in campus affairs, student social organizations, financial help for needy students, a general policy of expenditures by student organizations for their activities, and the moulding of opinion on the many student problems that arise on the campus?

**The Question Box**

1. Are scholastic records of freshmen available for fraternity rushing? ....
2. Is participation in extra-curricular activities confined as much to fraternity men as it was 5 years ago? ..... 10 years ago? ..... 25 years ago? .....
3. Do your fraternities have resident proctors, advisers, or tutors? ..... Does the college contribute to their support? .....
4. Do you have fraternity house parties at which girls stay in the houses? ..... If so, do the men move out, or simply move to one floor? .....
5. Is the amount of scholarship grant to a particular student influenced at all by the fact that he can or cannot afford to join a fraternity? .....
6. Does your school have a personnel officer? ..... Do his duties and yours conflict or overlap? .....
7. Do you administer the problems connected with the class attendance of students? .....
8. Do you have automobile regulations? ..... If so, to solve parking and traffic problems? .....

Because of proximity to a woman's college? .....

Because students are too irresponsible to drive? .....

9. Do you have an "Honors Convocation"? ..... Has it proved worth while? .....
10. Do you participate actively in the admission of students? .....
11. Should the N.A.D.A.M. consider holding sectional meetings in odd years and general meetings only in even years? .....

**President Lobdell:** We will foregather again for luncheon at twelve-thirty as has been stated, and we will resume our formal meeting this afternoon at two o'clock.

Conference recessed at 11:30 a. m.

## THURSDAY AFTERNOON SESSION

March 29, 1934

The meeting convened at two o'clock, Dean H. E. Lobdell, President of the Association, presiding.

**President Lobdell:** I wish to call your attention to the fact that Dr. Shepardson, our distinguished guest, is with us.

Letters from Deans Melcher and Ripley were then read by the President.

The first paper on our program this afternoon is an abridgment of the fifty-five page manuscript prepared by Dean Turner, which he hopes to have printed in the record.

**Turner, University of Illinois:** Mr. President, you do me wrong. I am sure now that I made a mistake in New York last month when I agreed to send you a copy, because I might have known that you would take it out on me in some way.

## Early History of the Association

By DEAN F. H. TURNER, University of Illinois

The secretarial notes of the annual conferences of Deans and Advisers of Men have carried the following statement since the publication of the minutes of the eighth conference at the University of Minnesota in 1926:

## "APPENDIX C

## SUMMARY OF PREVIOUS MEETINGS

"Since so many of those now attending this conference have recently joined, it has occurred to the Secretary that a summary account of the previous meetings might be of interest to many receiving these minutes. The first meeting, held during the spring of 1919 was the result of initiative of the 'Big Ten' deans and attendance was small.

"At the third meeting held in Iowa in 1921, there were sixteen in attendance and for the first time, the secretary, Dean Goodnight, was instructed to print and distribute the minutes. From this and succeeding reports of minutes the following summaries are taken:"

Following this statement are lists in outline form of the topics which have been discussed, beginning with the third meeting, the conference of 1921. Nothing further is said about the first two conferences, how they were initiated, who attended, and what topics were discussed. The growth of the association and the increasing importance of the meetings and discussions has indicated the need for completing the minutes of the association; it is the purpose of this paper to make available for the association and for any one interested, the transactions of the first and second meetings, and to make the record of the association complete. The paper will be divided into two parts:

- I. Correspondence relating to and minutes of the first meeting, held Madison, Wisconsin, on January 24-25, 1919.

- II. Correspondence relating to, minutes, and newspaper accounts of the second meeting, held at Urbana, Illinois, February 20-22, 1920.

The idea of a conference of Deans of Men was apparently conceived by Dean Robert Rienow of the University of Iowa. On December 23, 1918, the following letter was written by Dean Goodnight of the University of Wisconsin to Dean Clark of the University of Illinois:

Dean T. A. Clark,  
The University of Illinois,  
Urbana-Champaign, Illinois.

My dear Dean Clark:

A letter from Dean Robert Rienow of Iowa suggests that we hold a little conference of Deans of Men in the near future, for a discussion of our problems, and suggests that you, Dean Nicholson, he, and I make a beginning. The suggestion seems good to me, and I am writing to you and the other two gentlemen, inviting you to come to Madison on January 24 and 25. If these dates should not suit your convenience, will you kindly write me at once stating what times would be more suitable to you. I should hardly be at liberty prior to the 15th of January, but will be free at any time after that.

Do you know of any other Dean of Men nearby whom we should invite? It would hardly be right to urge men to come a long distance, I suppose for this first meeting, but if there is any one else of your acquaintance within calling distance, I should be very glad indeed to invite him. Chicago would be a good central location for a meeting but since there is no one there to act as host so far as my knowledge goes, Madison will be the most central point. I have long looked forward to having a visit with you here, and I trust you will be able to accept this invitation.

Very cordially yours,  
S. H. GOODNIGHT,  
Dean of Men.

Dean Clark's reply to Dean Goodnight, dated at Urbana on December 31, 1918:

Dean S. H. Goodnight  
University of Wisconsin  
Madison, Wisconsin

My dear Dean Goodnight:

On my return from Chicago, I find your letter of December 23 inviting me to Madison on January 24 and 25 for a conference of Deans. I think I shall be at liberty any time after January 15 that you may set. Dean Rawles of the University of Indiana might be glad to have an invitation to attend such a meeting. I think we could have a very profitable time.

Very sincerely yours,  
THOMAS ARKLE CLARK.

This letter is followed by several communications between Dean Clark and Dean Goodnight, relative to the meeting and the program:

Madison, Wisconsin  
January 2, 1919

Dean T. A. Clark  
University of Illinois  
Urbana, Illinois

Dear Dean Clark:

..I am glad to hear that you can be with us on January 25 and 25. Rienow (University of Iowa) suggests that each man bring with him four or five sets of each of the blank forms that he uses in his office for distribution to the other men. I am exceedingly glad to learn through your letter that Dean Rawles of Indiana might be willing to accept an invitation to come. I am writing to him today.

Very cordially yours,  
S. H. GOODNIGHT.

Urbana, Illinois  
January 4, 1919

Dean S. H. Goodnight  
Madison, Wisconsin

My dear Dean Goodnight:

The twenty-fourth and twenty-fifth of January will satisfy me very well as a meeting time for the Deans of Men. I will bring the blanks used by my office...

Very sincerely yours,  
T. A. CLARK.

Madison, Wisconsin  
January 15, 1919

Dean T. A. Clark  
Urbana, Illinois

My dear Dean Clark:

I am sorry to say that Dean Rawles of Indiana declines our invitation on account of the state of his health and the length of the trip. I am glad to say, however, that Professor L. A. Strauss of Ann Arbor, chairman of the Senate Committee on Student Affairs at Michigan will be with us. I shall be glad to receive any suggestions you may have as to topics for discussion at our first meeting, although of course our sittings will be entirely informal.

Very cordially yours,  
S. H. GOODNIGHT.

Urbana, Illinois  
January 17, 1919

Dean S. H. Goodnight  
Madison, Wisconsin

My dear Dean Goodnight:

I have your letter of the fifteenth. I do not know that I have any special topic that I should like to suggest for discussion at the Conference of Deans next week. I have no doubt that topics will come up that are full of interest. The subject of student activities is the one which I shall be quite as much interested in as anything...

Very sincerely yours,  
THOMAS ARKLE CLARK.

The original suggestion for the meeting had been made by Dean Rienow of Iowa, and most of the arrangements made by Dean Goodnight



of Wisconsin, Dean Clark of Illinois, at the last minute, was unable to attend:

Urbana, Illinois  
January 13, 1919

Dean S. H. Goodnight  
Madison, Wisconsin

Dear Dean Goodnight:

I am very sorry to say that at the last moment, I find that I cannot attend the meeting tomorrow and Saturday. A serious illness has developed in my family that will keep me here. I assure you that I have more than ordinary regret in having to miss this meeting. I am sending you by parcels post today, samples of all the blanks that are used in my office, with the hope that they may offer some suggestions at least, to the men in their discussions...

Very sincerely yours,  
THOMAS ARKLE CLARK.

Very little appeared in the Madison papers in regard to the meeting, the first of its kind ever held:

Madison, Wisconsin  
November 14, 1933

Mr. Fred H. Turner  
University of Illinois  
Urbana, Illinois

Dear Mr. Turner:

In reply to your letter of November 10, 1933, we would say that in the Madison papers of January, 1919, we find very little regarding the conference of Deans of Men about which you ask. In the Daily Cardinal of 23 January, 1919 there is a brief note that such a conference is to be held at the University on January 24th and 25th. The statement was made that among those expected were E. E. Nicholson of Minnesota, Robert Rienow of Iowa, L. A. Strauss of Michigan, L. I. Reed of Iowa State Teachers College, and T. A. Clark of Illinois.

In the Capital Times of January 25th, there is a note that the conference was being held, and that those present were Messrs. Nicholson, Rienow, Strauss, and Reed. The statement was made that T. A. Clark of Illinois was expected but had not yet arrived.

Several years ago, Mr. Goodnight deposited in this library a set of the early secretarial notes of the conferences of Deans and Advisers of Men. The proceedings of the second conference in typewritten form. Bound in the volume is a letter from Mr. Goodnight to the undersigned, dated 31 January, 1927, which reads as follows:

'The first meeting of Deans of Men ever held in this country was called together on this campus in January of 1919, just after the collapse of the S.A.T.C. It was attended by L. A. Strauss, Michigan; Robert Rienow, Iowa; E. E. Nicholson, Minnesota; L. I. Reed, Iowa State Teachers College; Professor Smallwood, Syracuse University; and myself. It was a hastily called conference in a time of emergency, but was so profitable that it resulted in a formal organization which has met annually since that time.....'

Trusting that the above gives you the desired information, I am

Faithfully yours,  
WALTER M. SMITH,  
Librarian.

Dean Goodnight makes an interesting statement in regard to his recollection of this first and original meeting in a letter to Dean Fred H. Turner (Illinois) under date of November 20, 1933:

"That first meeting was an informal pow-wow anent the horrors of the S.A.T.C. just then drawing to an inglorious close. We had been writing each other, wiring each other, and phoning each other frantically, and I sez to myself, sez I, 'why don't we get together for a week end and talk it out,' so without any authorization from anybody, I wired Minnesota, Iowa, Illinois, Indiana, and Michigan to come on over. The rest of the story you know. The idea of founding a permanent organization or of creating a professional association was the farthest thing from my mind when I invited the boys to come in for a week end so that we might discuss our commons tribulations more intimately. It was after the first meeting had proved so pleasant and stimulating that the proposal was made to repeat it. Dean Clark who was....unable to attend the first pow-wow invited us down there for the second one with that we were a national association....."

The meeting was held at the scheduled time and on February 5, 1919, Dean Goodnight wrote to Dean Clark:

"We had an exceedingly pleasant meeting here with Deans Rienow and Nicholson, and Professor Strauss of Michigan, Smallwood of Syracuse, and Reed of Iowa, in attendance. We greatly regretted that we could not have you with us as your longer experience would have been invaluable to us in our discussions. Your forms were distributed to the gentlemen and were very gratefully received.

"Professor Strauss, whom we tagged as secretary, is under promise to draft a brief report of our proceedings and I am sure that you will receive a copy. As usual, however, the genuine benefit of the meeting lay in the inspiration of personal conversation and exchange of views and a paper and ink report of it will fall very short, I am sure, of conveying its true meaning....."

Professor Louis A. Strauss, "tagged as secretary" drafted a report of the first meeting and distributed the reports along with personal letters. His report and his letter makes therefore, the minutes of the first meeting of the conference of Deans and Advisers of Men:

University of Michigan  
Ann Arbor  
November 25th, 1919

Dean Thomas Arkle Clark  
University of Illinois  
Urbana, Illinois

My dear Dean Clark:

I send you herewith a copy of my report as Secretary of the Conference of Deans and Advisers' of Men, held in Madison last January. Pressure of work has prevented my writing up the proceedings at an earlier date and I fear the report has suffered from the delay. Our meetings, however, were so informal that at best it would have been impossible for anyone participating to do full justice to the occasion.

Goodnight informs me that you were thinking of inviting the Conference to Urbana for its second meeting. If so, I applaud your resolution heartily and trust that nothing will arise to prevent your carrying out the design or to hinder my being present. All of the participants at the first Conference felt that it was a great success and I personally am convinced that the reaction upon my administrative work has more than justified the effort made. We all regretted very much your inability to be with us.

I imagine that there are several men who were not invited to the Conference but should be to the next. The only one that I can think of this moment is Dean Priest of the University of Washington. In sending my report to the other men I have suggested that if they know of any Dean of Men who ought to be asked, they should send the names to you. I would also suggest that when you send out your letter announcing the Conference, if you do so, that you ask each member to suggest topics for discussion. Then we would have something a little more definite before us than we had at the beginning of the last meeting: though I must confess the discussion never flagged for lack of subject matter.

Under separate cover I am sending you a copy of the Michigan Alumnus containing my last Annual report to the University Senate. My discussion of the need of a Dean of Men here will probably interest you. With pleasant anticipations of renewing my acquaintance with you in the near future, I remain with sincere regards,

Cordially yours,  
LOUIS A. STRAUSS,  
Secretary.

#### SECRETARY'S REPORT OF CONFERENCE OF DEANS AND ADVISER'S OF MEN

In response to an invitation extended by the University of Wisconsin through S. H. Goodnight, Dean of Men, a meeting of the representatives of several universities was held at Madison on January 24 and 25, 1919. It was the first Conference of Deans of Men and officers similarly engaged in the administration of student interests and activities in universities and colleges. The purpose of the gathering was to facilitate a free and informal exchange of views and comparison of the methods of regulating student life and organizations obtained in the several institutions.

The personnel of the Conference was as follows:

Dean S. H. Goodnight, University of Wisconsin  
Dean E. E. Nicholson, University of Minnesota  
Dean Robert Rienow, State University of Iowa  
Professor Leslie J. Reed, Iowa State Teachers College  
Professor M. W. Smallwood, Syracuse University  
Professor L. A. Strauss, University of Michigan.

Dean Thomas Arkle Clark, of the University of Illinois, was, to the regret of those present, prevented from attending by illness in his family.

After paying their respects to President Birge of the University of Wisconsin, in a brief call at his office, the members of the Conference assembled in the Law Building, where all sessions were held. The sessions were virtually continuous for the two appointed days, with brief intermissions for luncheon. On the evening of January 24th the members of the Conference were tendered a smoker by the Faculty of the University at the Kappa Sigma fraternity.

At the opening of the Conference Professor Strauss was requested to serve as Secretary. Dean Goodnight was later chosen as chairman when in the midst of a heated argument, it was discovered that this formality had been overlooked and also that the bottom of the box of cigars generously provided by the host had begun to heave into sight. The honor of

the chairmanship was in recognition of Dean Goodnight's efficient services as chauffeur to the Conference. His admirable record in this capacity is cited as an example for emulation by future hosts.

Average number of passengers .....	5
Miles covered .....	932
Gasoline consumed .....	3 qts.
Collisions .....	None
Persons run down .....	None
Curbstones damaged .....	1
Blowouts .....	None
Stalled on car tracks .....	4
Admonished by police for illegal parking .....	1
Bawled out by police for reckless driving, etc. ....	3
<b>TOTAL .....</b>	<b>34<sup>n</sup></b>
	$1-\sqrt[.5]{y}$

The Conference was entirely informal in nature. At the outset Dean Goodnight proposed as a topic for discussion the question, "What should be the attitude of the college authorities toward large affairs (such as Junior 'Prom', Student Operas, etc.) now that the war is over? Should resumption of pre-war conditions be encouraged or should conservatism and economy be insisted upon? This matter was not considered immediately. In fact the greater part of the first day's sessions was devoted to the discussion of matters pertaining to fraternity initiations (when they should occur, etc.) and finances. There was no attempt to confine the discussion to a definite theme at a particular time. The delegates felt that the exchange of opinions and experiences was all the more valuable because of this freedom from restraint. It did not, however, tend to simplify the duties of the secretary, who felt compelled to crave indulgence for the vague incoherence of this report.

The following topics were considered at one or various times:

1. Attitude toward major activities
2. Fraternity initiations
3. Fraternity finances
4. The Warner system of fraternity management
5. Relations of students and landlords
6. Classroom attendance and scholarship
7. Credit for military work
8. Student self-government.

In regard to first question, it seems that in the past the Junior "Prom," "hop" or "ball," as it is variously designated, has in most institutions been characterized by certain evils, such as extravagance, undesirable publicity, undemocratic character, etc. These faults have been generally corrected to a fair extent in most of the institutions represented. At Syracuse, due to local conditions, they still exist in offensive form, and Professor Smallwood would have liked the Conference pass a resolution limiting the cost. On the other hand, the function at the State University of Iowa is so modestly conducted, that the delimitation proposed might suggest greater extravagance. It was agreed that the matter must be handled locally by each institution. The situation as regards this and

similar functions seems to be about the same at Minnesota, Wisconsin, and Michigan.

The question whether student "operas" such as those of the "Haresfoot" at Wisconsin and the "Mines" of the Michigan Union should be allowed to travel this year received but slight attention. Dean Goodnight was disposed to discourage anything like pretentious and costly undertakings so long as post war-time economies are desirable. At Michigan the tendency is to encourage, or at least not to discourage, normal student activities and to make the question of a tour contingent upon active Alumni demands.

Regarding fraternities, the question most persistently discussed was that pertaining to initiation. Considerable difference of opinion developed as to the possibility of attaining the ideal of sophomore initiation. The theoretic gain to the fraternity and the University accruing from the exclusion of first year men was generally admitted. On the other hand, the practical difficulties attending the working out of the change make the realization of the reform seem very far away. Doubtless this question will be revived for discussion at future gatherings of the Conference.

The afternoon session of the first day was largely devoted to the discussion of fraternity finances and to an explanation by Paul Warner of his system of fraternity management. Interesting revelations were made by several of the Deans present, as to the desperate financial straits in which fraternities frequently find themselves through the inexperience or incompetence of student managers. Mr. Warner's explanation of his the members of the Conference who were unacquainted with it. Mr. Warner kindly offered his services to any institution represented in case any of them desired to attempt the installation of his or a similar system. (It may not be amiss to state that at the University of Michigan an attempt is now being made to carry out Mr. Warner's ideas, with very fair promise of success.)

The matter of the relation of students to landlords was handled very informally. Personal experiences, illustrating the problems encountered by the several Deans and their methods of solving them, were freely narrated.

The secretary was impressed with the fact that there is a considerable variance in the degree of responsibility assumed by the several institutions with regard to this matter, as well as to the general question of the student's financial responsibility. This is another matter that might well be seriously considered at future meetings.

The problem of class-room attendance and scholarship was given considerable attention. Apparently the duties of the Dean of Men have been developed further in some institutions than in others. In several schools this official is responsible for the attendance of students in all departments of the University and also exercises supervision over scholarship. In other places these matters are still in charge of the Deans of the schools and colleges. The following resolution was unanimously passed by the Conference:

"It is the sense of this Conference that all absences from classes in the

various schools and colleges be regularly reported to and handled by a central bureau."

Regarding the relations of the student body to the outside world, it developed that in general the Dean of Men is the personal representative of the president of the University.

The question of credit for Military work was brought up and the following plan was reported by Professor Smallwood as likely to be adopted at Syracuse:

1. Credit to be given for all work passed (examinations)
2. Students receiving commissions should be granted 15 hours credit, that is, a full semester's work
3. The granting of credit to soldiers should be put on a personal basis. Men who were in actual service but did not receive commissions should have their credit fixed according to their apparent development and the quality of the work done afterward in the University.

In the course of the general discussion of the question of student self-government it developed that the University of Minnesota, Wisconsin, and Michigan present almost identical conditions in this respect. The general tendency in these institutions is to encourage student initiative under faculty over-sight. At the University of Iowa a greater tendency on the part of the student is to be desired. There was a strong feeling among those present that the greatest obstacle to ideal conditions of student self-government is lack of confidence in the self-governing bodies among the students themselves. In general the faculty seek to encourage and strengthen these self-governing bodies and deprecate any further tendencies toward paternalism.

In closing this report it seems desirable to state that the value of the work of the Conference is by no means indicated in this inadequate account of its proceedings. The secretary frankly admits that he was too deeply interested in the discussion to have in mind his clerkly duties. He believes, however, that he is voicing the sentiment of all present in expressing the conviction that the exchange of experiences and opinions made possible by this meeting will have brought valuable and practical returns in its reaction upon the work of each official in his own demesne. Before adjournment the members of the Conference informally but warmly expressed their grateful appreciation of the hospitality of the University of Wisconsin and of Dean Goodnight in particular.

Respectfully submitted,  
(Signed) LOUIS A. STRAUSS,  
Secretary.

The summary of this first meeting, in outline form similar to the outlined summaries of meetings beginning with the third meeting appearing in the minutes as appendices is as follows:

#### FIRST MEETING

1. Attitude toward major activities
2. Fraternity initiations
3. Fraternity finances
4. The Warner System of fraternity management

5. Relations of students and landlords
6. Classroom attendance and scholarship
7. Credit for military work
8. Student self-government.

The Second Annual Conference of Deans and Advisers of Men was held at the University of Illinois, February 20-22, 1920.

Plans for the second annual meeting of the conference of Deans and Advisers of Men began in the latter part of 1919. On December 11, 1919, Dean Clark (Illinois) wrote to Dean Goodnight (Wisconsin):

Urbana, Illinois  
December 11, 1919

Dean S. H. Goodnight  
University of Wisconsin  
Madison, Wisconsin

Dear Dean Goodnight:

I have spoken to the President about notifying the deans of men or those occupying a similar position in the various colleges in the middle west, to meet at Illinois shortly after the opening of the second semester, and he agrees that it would be a very good thing.

Since you were in charge of the other meeting, I should be glad if you would select a suitable time following the opening of college the second semester and convey to the various officials my invitation for them to meet here at that time which seems to you most suitable; or if you prefer and will give me the names of those whom you think ought to be invited, I will do so, if it occurs to you that this is proper.

Very sincerely yours,  
THOMAS ARKLE CLARK.

Several letters were exchanged in arranging for the time of the meeting, and the people to be invited:

Madison, Wisconsin  
December 15, 1919

Dean T. A. Clark  
University of Illinois  
Urbana, Illinois

My dear Dean Clark:

I shall be very pleased indeed to be of any service to you I can in calling together the deans and advisers of men of the middle west. I shall be glad to follow your suggestion of forwarding your invitation to them if you deem that desirable, but I should certainly first wish to agree with you upon a time for the meeting. Our semester ends on February 1, but as for myself, I could very well attend a meeting the week end of February 6 or 7. I could not well be away on the 13 and 14, but could be with you on the 20 and 21 if that were desirable. So far as I know, too, I could come any week end in January.

Let me know which date suits you best, and I will transmit to all of the men your kind invitations.

Very cordially yours,  
S. H. GOODNIGHT.

Urbana, Illinois  
December 17, 1919

Dean S. H. Goodnight  
University of Wisconsin  
Madison, Wisconsin

Dear Dean Goodnight:

I have your letter of the 15th. I think February 20-22 would be the best time for me to have the meeting of the Deans of Men. If you

agree to call such a meeting and give me the list of names of people you think ought to be there, I will do it. I think, however, the best way would be for you to do this.

Very sincerely yours,  
THOMAS ARKLE CLARK.

Madison, Wisconsin  
December 19, 1919

Dean Thomas A. Clark  
University of Illinois  
Urbana, Illinois

My dear Dean Clark:

I have sent out this message:

"The University of Illinois through Dean of Men Thomas A. Clark extends to the Deans and Advisers of Men in other institutions an invitation to meet in conference at the University of Illinois, Urbana, from February 20 to 22, 1920. I am certain that no one of us will be willing to forego the pleasure and profit of this meeting, and I trust that I may have the pleasure of an acceptance from you at an early date. Will you kindly send at the same time any questions you may have to suggest as timely topics for discussion? Dean Clark has asked me to forward the invitation in his name which I take great pleasure in doing.

"In the hope of meeting you in Urbana on February 20 and in anticipation of an inspiring meeting, I am,"

This has gone out to the following men:

Dean Priest, University of Washington  
Dean W. A. Rawles, University of Indiana, Bloomington  
Dean C. R. Melcher, Lexington, Ky.  
Dean of Men, Grinnell College, Grinnell, Iowa  
Dean E. E. Nicholson, University of Minnesota  
Dean Robert Rienow, State University of Iowa, Iowa City  
Professor Leslie J. Reed, Iowa State Teachers College  
Professor W. M. Smallwood, Syracuse University  
Professor L. A. Strauss, University of Michigan

I shall keep you posted as to acceptances and topics proposed. If you know of other men who should be included in this list, please do not hesitate to notify them, or if you wish, forward me their names in order that I may do so. I feel certain that we shall have from ten to a dozen institutions represented this time and that it will be an extremely profitable session.

If there is anything at all that I can do to contribute to the success of the meeting, kindly let me know about it.

Very cordially yours,  
S. H. GOODNIGHT.

Urbana, Illinois  
December 22, 1919

Dean S. H. Goodnight  
University of Wisconsin  
Madison, Wisconsin

Dear Dean Goodnight:

I have your letter of December 19. I should like to ask Dean A. R. Warnock of State College, Pennsylvania, and Dean Stanley Coulter of Purdue. Perhaps I shall think of some others later, and I should be glad if you would write them. I shall try to arrange for the details of the meeting after I hear from you further.

Very sincerely yours,  
THOMAS ARKLE CLARK.



On December 24, 1919, Dean Robert Rienow of the University of Iowa wrote to Dean Clark (Illinois) enclosing a copy of a letter to Dean Goodnight (Wisconsin) relative to the coming meeting. His letter of transmittal to Dean Clark (Illinois) stated:

"I just received a letter from Dean Goodnight of Wisconsin, extending the invitation to meet at Urbana, February 20-22, and I assure you that I shall be very glad to be present. I am enclosing a copy of a letter I sent to Goodnight in reply to certain questions of his....

"I believe the suggestion made in my letter to Goodnight would be worth while considering, that even though institutions do not have an official dean of men, it would be well for them to know of the meeting that is held, that they may send some member of the faculty who is interested and officially connected with the kind of work that we are interested in.

"I thank you very much for your letter on the question of scholarship. It will help a great deal and I hope to be able to send you a more definite report some time during January.

"With best wishes, I am,

Yours very truly,  
ROBERT RIENOW."

The enclosed letter made a number of suggestions in regard to the program for the second meeting:

Iowa City, Iowa  
December 24, 1919

Dean S. H. Goodnight  
University of Wisconsin  
Madison, Wisconsin.

My dear Dean Goodnight:

Your letter of December 19 containing the announcement that our meeting of Deans of Men will be held with Dean Clark at Illinois this year, was very gratefully received. I am indeed very pleased that these meetings are not to be discontinued, and I believe, from letters I have received from those who were at the meeting last year and from others who would like to have been, that this will be an even more successful one than we had last year.

I have been thinking considerably as to the matter of program, and note what you say in regard to questions and topics for discussion. While the meeting last year was a splendid inspiration to me and to all who attended it, I cannot but feel that something of an organized program with a little more definite statement of problems would be more satisfactory. In other words, I hope that these sessions may result in some constructive work along the lines in which we are interested. I believe this can be brought about more largely by definite statements of policies pursued in the various institutions. I am not certain but what it would be advisable for either you or Clark to formulate something of a program, assigning topics to different men and asking them to definitely prepare papers containing data, policies, and recommendations.

For instance, we might discuss the fraternity situation to the end of time without arriving anywhere. The same is likely to be true in the matter of handling scholarship, delinquencies, attendance, social life, but if we had some way of summarizing the method of procedure in the various institutions represented, we might be able to reach some conclusions.

Another plan that has suggested itself to me is the advisability of selecting several of the outstanding problems that are always with us and having each representative prepare a statement on each one of

them as to the policies pursued in his institution. If these were type-written in form and concrete in character, we might be able to get the controversial points more definitely and possibly recommend suggestions to the administrations of our various institutions.

I had in mind to suggest that we should hope not to standardize administration of these problems, but I am sure we never will get anywhere unless we know rather intimately the manner in which these problems are being handled in the various institutions. Personally, I received a great deal of benefit from the discussions that were given last year, and I look forward certainly with a great deal of pleasure to the meeting this year. I certainly hope that arrangements can be made to use every minute of the two days we are in session.

Another plan that has come to my mind would be the plan of having men present papers on the character of the work that is interesting them the most, and the policies pursued in their particular institution. This is quite similar to the former suggestion I have made, but differs in this respect; that in my former suggestion the plan would be to have each representative prepare statements on all the topics that might be assigned by some person who made out the program. This latter suggestion would involve each representative preparing discussion on the problems that were of especial interest in his institution and the attitude of the institution toward them. For instance, this year the University of Iowa has had a difficult housing problem on its hands, which we have partially solved by the erecting of the dormitory for men, housing at present 300 men. We have likewise established a student health service which is interesting us a great deal. I think last year I outlined to you something of our policy regarding handling fraternity scholarship, house conditions, and business administration. We are still continuing that policy and are greatly encouraged by results. Other institutions might have their problems. I think we will all find that the question of discipline is one that has presented itself more acutely this year than any other year. At least, that is so at the University of Iowa. I would like personally to hear the experiences of other men along this line.

I hope that we can arrange a program. I believe that we can more than double our attendance, and I am sure that with Clark's assistance nearly every institution in the central west of any size, even though they do not have a dean of men, will send a representative as Michigan did last year in the person of Professor Strauss. I presume you received his copy of the Michigan Alumnus containing the report of their committee and the recommendation that a dean of men be appointed for that institution. If our meeting of last year did no more than inspire that report, it was worth while. I have received letters during the past year from several men stating that they were sorry that they did not know of our meeting, as they would have been glad to attend.

Let me hear from you as soon as possible on your reaction toward these suggestions, and if I can be of any assistance, feel free to say how.

With best wishes and the season's greetings, I am  
Sincerely yours,  
ROBERT RIENOW.

Dean Goodnight (Wisconsin) reported to Dean Clark (Illinois) on January 20, 1920, that he had made considerable progress in plans for the second meeting:

"I am glad to report progress in the matter of our meeting of deans and advisers of men at which you are to be host as follows:

Acceptances:

Acceptances

Dean C. E. Edmonson, Indiana

Professor Louis A. Strauss, University of Michigan

## SECRETARIAL NOTES

Professor D. D. Griffith, Grinnell  
 Dean Robert Rienow, University of Iowa  
 Dean A. R. Warnock, Pennsylvania State College  
 Dean Arthur R. Priest, Washington  
 Dean C. R. Melcher, University of Kentucky  
 Dean Stanley Coulter, Purdue.

I have not yet heard from Dean E. E. Nicholson of Minnesota but I certainly expect him to be present. Professor Smallwood who attended from Syracuse University last year writes that he is no longer in that work, and we have notified his successor, but have not yet heard from him. President Judson of Chicago writes, "If it is practical at that date, I shall ask one of our deans to be with you."

Including yourself and myself, there are certain to be ten of us at the conference, and I think there is a good prospect of having at least two, possibly three more.

Would you dare to undertake it if there were thirteen of us?

Very cordially yours,  
 S. H. GOODNIGHT.

Then followed an exchange of letters between Deans Goodnight (Wisconsin) and Clark (Illinois) in regard to the program of the coming meeting:

Urbana, Illinois  
 January 22, 1920

Dean S. H. Goodnight  
 University of Wisconsin  
 Madison, Wisconsin

Dear Dean Goodnight:

I have your letter of January 20. I am wondering if you have thought of any specific program to be outlined?

Should I make reservations at the hotel for these men, or will they take care of this themselves? It is really the part of wisdom to make these reservations ahead of time.

I should not mind at all if there were thirteen of us here. I am not superstitious.

Very sincerely yours,  
 THOMAS ARKLE CLARK.

Madison, Wisconsin  
 Thursday  
 February 5, 1920

Dean T. A. Clark  
 University of Illinois  
 Urbana, Illinois

My dear Dean Clark:

I think it would be wise for you to engage accommodations for eight to ten men for the time of the conference February 20, 21, and 22. Personally I expect to stay with friends, you need not engage rooms for me, but I think it would be well to have eight or ten rooms.

Although I have not received your acceptance, I am counting on you for a paper on the fraternity situation to open the conference. We have a goodly number of acceptances and a number of men have agreed to give talks. I shall soon be able to send you a good program.

Very cordially yours,  
 S. H. GOODNIGHT.

Urbana, Illinois  
February 10, 1920

Dean S. H. Goodnight  
University of Wisconsin  
Madison, Wisconsin

Dear Dean Goodnight:

I have your letter of the 5th of February. I notice you say that the convention will be held February 20, 21, and 22.....

I am not at all sure that I can give you a paper on the fraternity situation, but I will give you a talk.

Very sincerely yours,  
THOMAS ARKLE CLARK.

Madison, Wisconsin  
Thursday  
February 12, 1920

Dean T. A. Clark  
University of Illinois  
Urbana, Illinois

Dear Dean:

Enclosed please find a program and list of acceptances for our conference at Urbana on February 20 and 21. Please do not consider yourself limited to the subjects included: we shall undoubtedly find an opportunity to introduce and discuss others.

Write Dean Clark for room reservations in Urbana. We shall try to meet in Dean Clark's office for organization on Friday morning at 9:30. I hope you will be in at both the start and the finish.

In anticipation of a profitable session, I am

Very cordially yours,  
S. H. GOODNIGHT.

Professor Louis A. Strauss of the University of Michigan wrote to Dean Clark (Illinois) on February 16, 1920, that "the program looks very good to me and I anticipate an interesting and profitable discussion. In case we run short of ammunition, I have several sticks of dynamite up my sleeve."

The second annual meeting was accordingly held at Urbana on February 20 and 21, and the minutes of this meeting were sent out by Dean Goodnight (Wisconsin) soon afterwards:

Madison, Wisconsin  
April 20, 1920

Dean T. A. Clark  
University of Illinois  
Urbana, Illinois

My dear Dean Clark:

In spite of good resolutions, the task of drafting minutes of our splendid little meeting at Urbana and getting them mailed has dragged along until the spring vacation. I enclose you herewith a copy of a tentative draft of these minutes. I hope you will be good enough to go through it and make suggestions for its improvement.

Please observe that you are asked for a copy of your letter to the fraternities last year. If I have distorted your excellent presentation of the fraternity question please do not hesitate to amend it in any way you may see fit.

Very cordially yours,  
S. H. GOODNIGHT.

SECRETARY'S REPORT OF THE CONFERENCE OF  
DEANS AND ADVISERS OF MEN

Held At

The University of Illinois  
Urbana, Illinois  
February 20, 21, 1920

The time chosen for the conference proved unfavorable, both because the beginning of the new semester is an exceedingly busy time in the offices of all deans and advisers of men and because of the "flu" epidemic which had some effect upon the attendance.

The several institutions were represented as follows:

The University of Illinois, Dean T. A. Clark and Assistant Dean H. B. Garman; University of Indiana, Dean Clarence Edmondson; University of Iowa, Professor H. L. Rietz; University of Kentucky, Dean C. R. Melcher; University of Michigan, Professor L. A. Strauss; University of Minnesota, Dean E. E. Nicholson; Purdue University, Dean Stanley Coulter; University of Wisconsin, Dean S. H. Goodnight.

Deans Robert Rienow of Iowa, A. R. Warnock of Penn State College and A. R. Priest of the University of Washington, as well as representatives who were to have been designated by several other institutions, were unfortunately unable to be present.

Organization was effected Friday morning with S. H. Goodnight and L. A. Strauss of last year's conference as acting chairman and secretary, respectively. It was moved and carried that the work of the conference should be regularly carried on by an executive committee of three members, viz., the chairman, to be elected annually; the secretary, to serve for three years; and a third member, to be chosen annually. The officers for the current year were then chosen, Dean T. A. Clark, being elected chairman, Dean S. H. Goodnight, secretary, and Dean Robert Rienow, member of the executive committee (Prof. H. L. Rietz to act for Dean Rienow in his absence). The executive committee was commissioned to select the time and place for next year's meeting. Invitations were extended by the Universities of Iowa, Kentucky and Purdue. At a subsequent session the committee recommended Iowa City as the place and late April or early May of 1921 as the time for the next meeting. Adopted.

The question as to what extent we shall attempt to increase the attendance at these meetings was introduced, but no decision was reached; the executive committee was instructed to exercise its own discretion in this matter for the coming year.

The following program which had been proposed for the meeting was then carried through, Professor Rietz presenting Dean Rienow's paper and Professor Strauss and Dean Clark leading in the discussion of the topic assigned to Dean Priest:

Friday, February 20

9:30 a. m.—Organization

10:00 a. m.—"The Fraternity Situation," by Dean T. A. Clark.

11:15 a. m.—"The Results of a Survey of Health Supervision Systems," by Dean Robert Rienow.

2:00 p. m.—"Student Standards," by Dean Stanley Coulter.

3:00 p. m.—“Student Self-Government,” by Dean E. E. Nicholson.

Saturday, February 21

9:30 a. m.—“The Housing Problem,” by Dean Arthur R. Priest.

10:00 a. m.—“The Support of Student Activities,” by Dean Nicholson.

11:00 a. m.—“The Maintenance of Scholarship Standards,” by Dean Rienow.

#### Fraternity Problems

At the University of Illinois, all fraternities were taboo until 1891. Dean Clark has been continuously connected with the university since that date and has seen the founding of all organizations now in existence there. These total eighty organizations occupying separate houses. Forty-two of them are national social fraternities.

At Illinois, the fraternity men dominate the social and political activities of the student body. There is little opportunity for leadership outside the fraternities for the reason that as soon as a non-fraternity student begins to become prominent in any field, he is immediately asked and pledged by some fraternity. Dean Clark estimates that about 30 per cent of the men in the university are fraternity men, and that this one-third carries the bulk of the student activities, the remaining two-thirds of the men doing comparatively little.

The fraternities have been very useful:

(a) In providing good board and lodging for a larger portion of the student body. At the time of the mobilization of the S.A.T.C. in September 1918, they rendered distinguished service in this direction, saving the university from a painful situation.

(b) In serving as the instruments through which student sentiment may be effectively influenced. Dean Clark tries to know all fraternity men and to maintain good relationships with them.

Prior to the war, the fraternities, under the pressure of publicity, were slowly bettering their scholarship. But the fraternity men were the very first to enter the service and they went in proportionately the greater numbers. The result was that during the years 1917-18, 1918-19, the chapters had little leadership, maintained little discipline, and in consequence are still in a state of demoralization. In general, the close of the war was followed by a sentiment of revolt against discipline, and the fraternities and sororities are seriously affected by this tendency. They now think they want to go back to the pre-war status, but they do not really know what the pre-war status was. They conceive of it as of a joy-some time when the lid was off, and hence are struggling to return to it. Eccentric dancing, cigarette smoking among the women, pressure for later dances, and booze smuggling are phases of this attempted return to halcyon days of yore—as they are now conceived of.

The scholastic average of the fraternities has gone down badly. Last spring they were:

General average of whole student body .....	3.38
General average of all men students .....	3.23
General average of all fraternity men .....	3.02
Highest fraternity average .....	3.38
Lowest fraternity average .....	2.56

The sophomore class of the current academic year, which came in as freshmen under the S.A.T.C. regime, is the worst class, in Dean Clark's opinion, the university has had in years. They have no discipline and don't want any. The casualties at the end of the first semester (January, 1920) were many.

The fraternities are very desirous of social activities, this year, and are restive under regulations. The rules in effect are: Social functions may be held on Friday and Saturday nights only. Each organization may give not more than two parties in a given semester. Of the four given during a year, one may be a formal extending until two o'clock: all others must close at 12 o'clock. Chaperones must be approved by the Dean of Women.

Dean Clark submitted the following:

Rules as Adopted by the Pan-Hellenic Council of the University of Illinois

February 17, 1920

1. The standard average for members of this council shall be 3.00 literal.
2. All members of the council failing to comply with the prescribed standard shall go on trial for the semester next following.
3. If at the end of the trial semester those members on trial fail to equal the required standard of scholarship they shall be automatically suspended from this council and from all activities over which this council has control.
4. Any member so suspended for failure to comply with the foregoing regulations may be reinstated only upon written recommendation shall state that the average of that fraternity for the previous semester equals the prescribed Pan-Hellenic standard.
5. All suspensions for failure to comply with the fore-going regulations shall be given full publicity.

There is no question in Dean Clark's mind, that the fraternities are beginning to assume a less recalcitrant attitude and that they will eventually "come back" to a status fully as good as their ante-bellum condition.

In the informal discussion of Dean Clark's remarks, it developed that Iowa requires the chapter to maintain a certain average before it may initiate new men. Now that certain chapters have failed to meet the requirement, there is a great agitation to change the rule. (A set of resolutions which is up for adoption at Iowa has been received from Dean Rienow subsequent to our meeting. It shows a determination on the part of the faculty to maintain the rule.) Iowa was the only institution represented which placed the requirement on the chapter instead of on the individual.

Indiana requires freshmen to pass all their hours in order to be eligible for initiation.

At Illinois he must be passed in 11 hours.

At Michigan the requirement is the same as at Illinois.

At Minnesota he must pass 75 per cent of his work for one quarter.

At Kentucky he must make an average of C.

At Purdue he is eligible if he has no unsatisfied conditions on his record.

At Wisconsin he is eligible if not on probation.

**Survey of Health Supervision System**

(Will Dean Rienow kindly make a suitable digest of his paper for insertion here?)

**Student Standards**

Dean Coulter began by pointing out the great displacement of ethical standards and values in the public mind today as compared with a few years since, and considered it only natural that we should find a reflex of these things among students. We can pardon their short comings more readily than we could do if their elders were setting them a better example.

Students have caught the idea that youth is after all the ultimate hope of the world. It was youth which was called upon in the time of great need to go forth and die if need be that the nation might live. They went and submitted to every requirement of a rigorous discipline for the duration of the war, but now, returned to civilian life again, they are more restive and impatient than ever before of restraints.

But this restlessness and impatience is unfortunately accompanied by a lowering of standards of work and conduct which is deplorable. Their standards of

- (a) quality of college work are low
- (b) integrity in their work are low
- (c) ethical conduct are low.

They appear to be utterly lacking in scholarly enthusiasm. To be sure, our institutions may share blame with them in this, for we are unable at present to provide a sufficient number of adequately trained teachers who are capable of awakening scholarly enthusiasm. But even those teachers who are well trained and enthusiastic are unable to do much with the present day students. The student standard of achievement in classroom work is distressingly low. The idea seems to be to "get by," i.e., just over the "dead line," is customary, and felt to be respectable. Men get elected to honor societies on grades which would not have sufficed before the war: and then they often go down sadly in their work afterward.

"Cons" and "fails" apparently have no unfavorable effect upon a man's social, political or fraternity standing nor upon his general respectability. The group standards, too, are low, possibly even lower than the individual standards. A large percentage of fraternity men and sorority women are delinquent at Purdue. Still these delinquents do not lose caste in any way, and their poor scholarship seems to be no handicap whatever to them in any other field. A few hopeful symptoms are perceptible, however, of late in the cancellation of pledges and even of memberships by a few fraternities because of delinquent scholarships.

The freshmen are systematically demoralized at the outset of their college course by rushing, pledging, hazing, football, etc., all of which naturally tends to lower their standards. They adapt themselves quickly to almost any new environment, but they of course drop to a lower plane much more readily than they rise to a higher. Beyond doubt, the standard of conduct prevalent among college students, as it presents itself to him during the first two or three weeks of his freshman year, is lower than that of the high school from which he so recently graduated. This first impression is unquestionably a very serious disadvantage.

Group and individual standards of integrity are also low: "cribbing"



is distressingly prevalent. This form of dishonesty is condoned by good students even and the only discredit connected with it in the student mind is in allowing oneself to get caught. They bring the practice in with them from the high school where it flourishes. The effects of this dishonesty in connection with the low standards of scholarship which are prevalent are a serious menace to the aims of college life. The struggle against these things is worthy of our best efforts. Theoretically the honor system is good, but it would be folly to attempt its introduction while present views prevail. An attempt at Purdue proved unsuccessful.

Ethical standards are low. Kipling remarks upon "how many things there are which no decent fellow could do." Not so with our students. They seem rather to observe how many things there are which a decent fellow can get away with.

There has been a great wave of stealing and pilfering in our colleges. In the army a man was supposed to keep his kit complete. If anything was missing, he promptly stole a substitute from his neighbor. This practice seems now to have been brought over into student life.

Our important task as advisers of men in the attack along ethical lines. Other standards are to be raised best in this way. We must recognize the general state of demoralization and not judge too harshly, but we must no less recognize that this matter of low standards is our gravest problem.

Dean Coulter's paper struck responsive chords in the minds of all present and he was repeatedly compelled to suspend operations indefinitely (which he did with admirable good nature) while his colleagues aired their views on matters he had brought up. One of these lyric intermezzos concerned the grade point system in use at Iowa, Indiana, Michigan, Minnesota, and Wisconsin. Another revolved about the value of the utter futility of talks to freshmen by the President or the Dean of Men, as practiced in virtually all of the universities. Opinion varied enormously as to the efficacy of these freshmen lectures. A third subject was the honor system, not generally in practice in this part of the country. Illinois, however, is now trying it out. Dean Clark was non-committal as to the success of the system. The student committee has tried 60 cases and sent away ten students, all freshmen. A student who is convicted may appeal to the faculty. Minnesota has experimented with the honor system in past years. Some success was achieved before the war but the situation is at present very unsatisfactory.

#### **Student Self-Government**

Dean Nicholson described the form of self-government as it began at Minnesota. The penalties were originally too drastic, but they were subsequently tempered. There are student councils in the various colleges to act as intermediaries between the faculty and the students. When the term "student self-government" began to assume a dangerous significance, they began to talk about "student cooperation" and the effect of this change has been good. To obviate the working at cross purposes of the various college councils, an all-university council is now forming which will be composed of the presidents of the various college councils. The

council takes care of elections, eligibility of candidates for officerships of classes and their organizations, and dates for events.

At Illinois, Michigan, Wisconsin, dates are set and eligibility is determined by a faculty committee or representative.

Petty graft in financial matters causes considerable difficulty at several of the institutions. At Minnesota various faculty student committees are working at this matter. They have charge of the events and are accomplishing the desired end in most cases. Special contract forms, budgets required in advance and audits afterward, and the letting of contracts by committees composed of both men and women were proposed as corrective means.

Dean Nicholson reports a considerable slump in the work of the college councils. The only progress that is being made is on the part of the all-university council and upon it the Dean bases his hope for the future. The other members of the discussion group were somewhat skeptical as to the value of the separate college councils.

In Illinois, they have the town divided into student wards and the student council men are elected from these various wards, as a councilman the first ward, councilman from the second ward, etc.

### **Housing Problems**

BY DEAN T. A. CLARK

At Illinois, the former Y.M.C.A. building is now rented by the University at a rental of \$5,000.00 per annum and is given over to the University Union. It accommodates about 120 men in the dormitory. Dean Clark has organized student self-government within the building for the maintenance of good order. He finds it quite successful on the whole. He is entirely in favor of the development of dormitories for men in which moderate rentals shall prevail.

As to private lodging houses, Dean Clark reported his practice as follows: a man may move at the end of any month unless there is an express agreement for the semester. In the latter case, a man is held to his agreement. If the house is cold, or dirty, or if other conditions are bad, the Dean may give a man permission to move at any time.

Regarding the charge during the holidays, Professor Strauss reported that at Michigan as a result of agitation by the Michigan Daily it has come to be settled practice that half rate is paid by the student during the holiday season. The participation in this discussion of the housing problem was general and a very great interest was displayed in it. Upon motion by Professor Strauss, seconded by Dean Melcher, the conference discussed and adopted the following resolution:

"Resolved, that it is the opinion and recommendation of this Conference that the Universities represented should make every effort to control the living conditions of their students; this end can best be secured by the establishment of dormitories and commons for both men and women."

### **Support of Student Activities**

BY DEAN E. E. NICHOLSON

The plan of a blanket tax on all students for the support of athletics, the "Gohper," the "Daily" and one or two other all-university activities is

being advocated at Minnesota, and will probably prevail. At the University of Kentucky a blanket tax of \$4.50 which the students voted upon themselves is collected by the University for the support of the activities. At Minnesota it is proposed that other new publications or activities which desire to be supported by the tax must first establish themselves and prove their merit and their right to such recognition. The plan in general is vigorously opposed by the athletic association for the reason that the income of the association would be greatly decreased thereby. It is not yet clear as to whether the plan will be adopted or not. At present the University publishes a daily bulletin which is sent to each student and professor. The expense to the institution is about \$20 per day. Dean Nicholson counts upon publishing this information in the student daily under the blanket tax plan in which case every student would receive the daily and the university would pay its share of costs for space.

Dean Clark reported that at the University of Illinois the blanket tax idea has been opposed because of the many poor students who could not afford to pay it.

#### Consideration of the Question of Scholarship

It was agreed by the members of the conference to collect and supply for our next year's meeting data on the following topics:

- A. What is being done to encourage better scholarship?
- B. Dropping students because of poor scholarship.
- C. The number of students dropped for poor scholarship.
- D. What number of these dropped students reinstate themselves and how?
- E. Is there a considerable divergence of practice among the institutions with regard to dropping and readmitting poor students?

Dean Rienow of Iowa will later send out a questionnaire and he will be asked to give a paper on this subject at next year's meeting.

The members of the Conference were provided with tickets and invitations to attend the Military Ball on the evening of Friday, February 20, an opportunity of which most of them gladly availed themselves.

On Saturday morning the following letter was received from Dean Warnock:

**Pennsylvania State College**  
State College, Pa.

February 19, 1920

Dean S. H. Goodnight,  
152 Administration Building,  
Urbana, Illinois

My dear Dean Goodnight:

I find that it will be impossible for me to attend the meeting of the Deans and Advisers of Men this week. I regret my inability to be present but wish to keep my interest in this conference. I hope next year to be present. If any minutes are kept or any of the proceedings published, I should be glad to have copies.

From my brief experience among the eastern institutions, I can say frankly that the middle west institutions are far in the lead in this kind of work. I find also that the trustees and presidents of most eastern institutions are looking to the West and its work along this line. Many of them have plans to introduce this kind of work into their institutions. I think it would be extremely helpful to the whole

educational world if the members of your conference would publish as much about their work as they can in the various educational journals.

Yours very truly,

(signed) A. R. WARNOCK,

Dean of Men.

On Saturday noon, those members of the conference who were not obliged to leave early were delightfully entertained at luncheon by Dean and Mrs. Clark in their beautiful home and had the pleasure of meeting President and Mrs. Kinley.

Dean Clark and Assistant Dean Germann proved most exemplary hosts. The perfection of their arrangements in every detail added a genuine pleasure to the profit which all members of the Conference derived from the discussions.

In addition to the minutes of the second annual meeting, several newspaper accounts of the proceedings are available:

"The Daily Illini," Tuesday, February 17, 1920; Vol. XLIX, No. 102:

#### DEANS OF MEN TO HOLD CONFERENCE

Representatives of Twelve Schools Will Gather  
Here Friday

Dean Clark to Give Talk

Deans of men from twelve colleges and universities throughout the Middle West will meet in conference Friday and Saturday at the University to discuss problems of student life. The meeting has been called here at the invitation of Dean Thomas Arkle Clark who was the first holder of that title, the office of the dean of men having been originated at the University in 1909.

Among those who will attend the conference are Dean A. R. Warnock of Pennsylvania State College, formerly assistant dean of men at the University, Dean S. H. Goodnight of the University of Wisconsin, Dean E. E. Nicholson, of the University of Minnesota, Dean Stanley Coulter of Purdue University, Dean Clarence Edmondson of the University of Indiana, Dean Robert Rlenow of the University of Iowa, Dean C. R. Melcher of the University of Kentucky, and Dean A. R. Priest of the University of Washington.

Professor Louis A. Strauss will represent the University of Michigan, which has not yet created the office of dean of men, although steps have been taken toward its inauguration. Another acceptance received by Dean Clark is that of Professor L. I. Reed, who will come from the Iowa State Teachers' College. The University of Chicago and the University of Arkansas are also expected to send representatives.

Sessions will continue through Friday morning and afternoon, and Saturday morning, opening with a discussion of "The Fraternity Situation," by Dean Clark. Other topics will be health supervision, student standards, student self-government, the housing problem, student activities and the maintenance of scholarship standards. The meetings will be held in the Board of Trustees chamber, 354 Administration Building.

The Daily Illini, Wednesday, February 18, 1920; Vol. XLIX, No. 103:

## SECRETARIAL NOTES

**CLARK TO ADDRESS MEETING OF DEANS**

**Will Discuss Problems of Student Life Before  
College Representatives**

**Is Creator of Position**

Dean Clark will deliver the principal address at the conference of deans which is to convene here Friday and Saturday to discuss problems of student life. His talk, "The Fraternity Situation" will open the sessions. Representatives from twelve colleges and universities throughout the middle west have indicated that they will be here in response to the invitation of Dean Thomas Arkle Clark, who is father to the deans of men, having been the first to hold that title in the United States. The meetings will be held in the Board of Trustees chamber, 354 Administration Building.

Dean A. R. Warnock of Pennsylvania State College, formerly assistant dean of men at the University, will attend this conference. Among the others who will be here for the sessions are: Dean S. H. Goodnight of the University of Wisconsin, Dean E. E. Nicholson, University of Minnesota, Dean Stanley Coulter of Purdue University, Dean Clarence Edmondson of the University of Indiana, Dean Robert Rienow of the University of Iowa, Dean C. R. Melcher of the University of Kentucky, and Dean A. R. Priest of the University of Washington.

**Michigan Represented**

Professor Louis A. Strauss will represent the University of Michigan, which has not yet created the office of dean of men, although steps have been taken toward its inauguration. Another acceptance received by Dean Clark is that of Professor L. I. Reed, who will come from the Iowa State Teachers' College. The University of Chicago and the University of Arkansas are also expected to send representatives.

Among the topics to be discussed at the conference are student standards, health supervision, student self-government, student activities, the housing problem, and the maintenance of improved scholarship averages.

The Daily Illini, Friday, February 20, 1929; Vol. XLIX, No. 105:

**DEANS TO CONSIDER STUDENT PROBLEMS**

**First Session of Conference to be Opened By  
Dean Clark This Morning**

**Warnock Unable to Come**

Deans of Men from a dozen universities in the middle west and western states will meet at 9 o'clock this morning in the board of trustees chamber, 354 Administration building, to discuss problems affecting student life and activities.

Most of the men who will take part in the conference arrived yesterday evening and the others are expected this morning in time for the first session.

A. R. Warnock, Dean of Men at Pennsylvania State College and formerly assistant Dean of Men here, will be unable to come to the conference because of the pressure of registration duties.

**Called by Dean Clark**

The convention was called here by Dean Thomas Arkle Clark to deal with some of the problems connected with student life. Among the topics to be considered are student standards, health supervision, student self-government, the housing problem, student activities, and the maintenance of scholastic standards. Dean Clark is virtually

dean of deans, being the first holder of that title in the country. The office of the dean of men originated at the University in 1909.

Dean E. E. Nicholson of the University of Minnesota arrived here yesterday morning and spent the entire afternoon at Dean Clark's office. He utilized his time in familiarizing himself with the systematic arrangement which has been built up to take care of student records.

The Champaign News-Gazette, Friday, February 20, 1920; Vol. XXV, No. 180:

#### DEANS MEET HERE TO DISCUSS MEN

Unbalanced post-war days present varied problems, but perhaps none is more difficult than that of working out efficient systems for the guidance of a big student body. Dean Thomas Arkle Clark and his colleagues are making an attempt by meeting in conference at the University to discuss important problems of modern student life.

The meeting of deans of men from 12 colleges and universities of the middle west was called here by Dean Clark who was the first holder of that title, the office of the dean of men having been originated in the University in 1909. He opened the Friday morning session with a discussion of the fraternity situation. Other topics will center on student activities, maintenance of scholarship standards, student standards, self-government, and health supervision.

Those invited are Dean A. R. Warnock of Pennsylvania State College, formerly assistant Dean of Men at the University; Dean S. H. Goodnight of the University of Wisconsin, Dean E. E. Nicholson of the University of Minnesota, Dean Stanley Coulter of Purdue University, Dean Clarence Edmondson of the University of Indiana, Dean Robert Rienow of the University of Iowa, Dean C. R. Melcher of the University of Kentucky, Dean A. R. Priest of the University of Washington, and Professor L. I. Reed of the Iowa State Teachers' College. Professor Louis A. Strauss will represent the University of Michigan which has not yet created the office of dean of men, although steps in that direction have been formally taken. The University of Chicago and University of Arkansas are also expected to send representatives.

Word has been received that Dean Warnock will be unable to attend.

The members of the conference will be entertained Saturday noon at a luncheon in their honor at the home of Dean and Mrs. Clark.

The Daily Illini, Saturday, February 21, 1920; Vol. XLIX, No. 106;

#### T. A. CLARK CHOSEN PRESIDENT OF NEW DEAN'S ASSOCIATION

#### Talks on Student Activities and Problems Made Up Conference Program

#### Plan Annual Convention

Dean Thomas Arkle Clark was elected president and Dean S. H. Goodnight of the University of Wisconsin, secretary of the newly formed association of deans of men of the middle west in the first session of the conference held at the University yesterday. Dean Robert Rienow of the University of Iowa, although unable to be present at the meeting here, will act with Dean Clark and Goodnight on the executive committee of the organization. The association will be permanent with conferences to be held annually at different universities, according to plans already formulated.

Dean Clark opened the meeting yesterday morning with a talk

of "The Fraternity Situation," giving a brief sketch of the history of Greek letter societies at the University and their influence on student life and activities. He laid particular emphasis on their scholastic standings which in most institutions has taken a slump since the war, and expressed the hope that within the next two years fraternities would be back on a normal basis.

#### **Health Measures Effective**

"The Results of a Survey of Health Supervision Systems," were outlined by Professor H. L. Reitz, formerly a member of the faculty of the department of mathematics at the University, who represented the University of Iowa in the place of Dean Rienow. Professor Reitz described as effective the measures then to protect student health at most middle western universities, although few of them have adopted the hospital association system in use here.

Dean Stanley Coulter of Purdue University, opened the afternoon session of the conference with a discussion of "Student Standards." The three standards named by Dean Coulter—achievement, integrity, and ethical standards of life—he characterized as being far beneath the desired level. "Student scholastic ideals are too low," he said, "and the prevalence of petty graft, 'cribbing' and other kinds of campus dishonesty leaves little doubt as to the degree of student integrity. The purpose of the dean of men should be to set the ideals by which the student lives," he concluded.

#### **Student Government Topic**

Tracing the history of student self-control from its beginning when no restraint was placed upon campus life through all the later stages of faculty supervision, Dean E. E. Nicholson of the University of Minnesota, introduced the subject of "Self-Government." He mentioned chiefly the present-day tendency of most colleges and universities to permit the student to control his own activities, once he has proved an ability and a willingness to do so.

The conference will continue until noon today. Topics to be considered this morning are "The Housing Problem," "The Support of Student Activities," by Dean Nicholson, and a round table discussion on "The Maintenance of Scholarship Standards."

Dean Clark and Mrs. Clark will entertain the visiting deans and a few members of the University faculty at luncheon this noon.

The Daily Illini, Sunday, February 22, 1920; Vol. XLIX, No. 107:

### **VISITING DEANS END SUCCESSFUL SESSION**

#### **Eight Deans of Men from Middle West Universities Attend; Form New Association**

#### **Housing Problem General**

Deans of men from eight universities in the middle west ended their conference at the University yesterday noon, after a session which continued throughout the morning. The next meeting of the newly formed association will be held at the University of Iowa in 1921.

Discussion of the "Housing Problem" which opened the morning session, revealed that rooming facilities in all the universities represented in the conference have been taxed this year as never before and that emergency measures have everywhere been necessary to relieve the congestion.

A recommendation offered by the deans as a means of solving the problem was embodied in a resolution declaring that the responsibility rests with university authorities to provide dormitories and commons for both men and women.

### Need a Sanitary One

"Some provision is necessary to insure good sanitary conditions in the present overcrowded state of the university rooming and boarding houses," said Dean Thomas Arkle Clark.

Deans who attended the conference are Dean E. E. Nicholson of the University of Minnesota; Dean S. H. Goodnight of the University of Wisconsin; Dean C. E. Edmondson of the University of Indiana; Dean C. R. Melcher of the University of Kentucky; Dean Stanley Coulter of Purdue University; Professor Louis A. Strauss of the University of Michigan, and Professor H. L. Reitz of the University of Iowa.

Dean A. R. Warnock of Pennsylvania State College, formerly assistant dean of men at the University, was unable to be present. Professor Reitz took the place of Dean Robert Rienow who was also prevented from attending.

Dean Clark and Mrs. Clark entertained the visiting deans at a luncheon yesterday noon. Other guests were President David Kinley and Mrs. Kinley, Professor H. L. Creek, Professor A. R. Seymour, formerly assistant dean of foreign students here, and Dean H. B. Garman.

The Champaign News-Gazette, Sunday, February 22, 1920; Vol. XXV, No. 182:

### HOUSING PLANS ARE DISCUSSED AT UNIVERSITY

A resolution recommending the establishment of University dormitories and commons was passed at the last meeting of the conference of the association of deans of men which closed Saturday noon after a three-hour session.

Problems of housing students was the first question taken up. A comparison of the prices was discussed. Dean T. A. Clark told of the system which is being carried on in a small way at the Woman's residence hall and the Illinois Union building. He declared that the housing of students is a big problem at all universities. "Elaborate accommodations are not wanted but they should be comfortable and moderately priced," he declared and said further, "If we have a thousand more men here next year I don't know how in the world they can be housed."

Professor Reitz of Iowa told of making a men's dormitory of the S.A.T.C. barracks at Iowa and explained the system of self-government that has been installed in them. Dean Strauss of Michigan said that the Michigan Union and the landlords have settled the question of holiday rents by agreeing that half rents shall be paid for the period between semesters. Unit houses for women students, such as are at Illinois were approved. Most of the schools have these now.

### Resolutions

The resolution as it was passed reads as follows:

"Resolved: that it is the opinion and recommendation of this conference that the universities represented should make every effort to control the living conditions of their students; this end can best be secured by the establishment of dormitories and commons for both men and women."

The plan of making quite a number of small dormitories rather than a few large ones was advocated by Dean Goodnight of Wisconsin. He said that they would cost less, the atmosphere of club life would prevail and discipline could be more easily obtained. He said that such a plan has proved successful at the Kohler plumbing works in Kohler, Wisconsin.



### Managing Student Activities

Dean Nicholson of Minnesota gave a short talk on the management of student activities. The students of Minnesota are contemplating a blanket tax which will cover admission to all athletics, debating, and a subscription to the school paper. Dean Nicholson believes that it is best to concentrate on a few University activities rather than support many activities poorly. Dean Melcher of Kentucky (the next line was omitted from print) tax system which admitted the students to athletic games and entitled them to a subscription to the student paper. Dean Clark said that the idea had often been brought up at Illinois but had never been adopted because so many students are working their way through school and it did not seem fair to make them pay the extra tax when they really could not afford it.

Following a suggestion of Professor Reitz of Iowa, it was decided to bring to the next conference data on the scholarship of students and the per cent of those dropped for poor scholarship.

### Middle West Leads

Dean Warnock, Pennsylvania, formerly Assistant Dean at Illinois, sent his regrets at not being able to be present. He stated that the middle west was far ahead of the east in the work that the deans were doing. "The heads of eastern universities are looking to you for ideas," he wrote. He advised the publication of the work of the conference in the educational journals of the country so that all may know what is being accomplished in the middle west.

It was decided to hold the next meeting of the conference at Iowa about the first of May next year.

These letters, minutes, and newspaper accounts give us a fairly complete account of what transpired at the second annual conference. In summary account for inclusion in the appendix of the minutes of previous meetings, the topics discussed were as follows:

### Second Meeting

1. Fraternity problems
2. Results of a survey of health supervision standards
3. Student standards
4. Student self-government
5. The housing problem
6. The support of student activities
7. The maintenance of scholarship standards.

This completes the record, in so far as it is obtainable for the first and second annual conferences of the Deans and Advisers of Men; this record should complete the minutes of the association and make available for all time, the record of how the association was started, who attended the first and second meetings, and what topics were discussed at the two original meetings.

**President Lobdell:** Dean Turner's to be congratulated for the rapidity with which he accomplished the seemingly impossible. I think the Association should also be congratulated on having a member who is willing to undertake such a worthwhile task.

In your early remarks you referred to an expression which I voted down. "They held a meeting, and the idiots did not put anything down about it." Two men who were at those early meetings are here and possibly the arch-idiot, Dean Goodnight, would like to retaliate.

**Turner:** I said, "Some day somebody would say, 'Why didn't the idiots put it down?'"

**Goodnight:** As far as I am concerned, we got together for a talk for immediate benefit. We did not dream we were founding a national association. We did not dream we were doing anything that should go into history. The bottom had just dropped out of the S.A.T.C., and were in a frightful state of confusion. We were in a mess and we attempted to straighten ourselves out. The institution of deans of men was really new in this country. There were very few of us, and we did not know of others. We were trying to educate each other as effectively as we could.

We did ask Dean Strauss to keep some minutes, and he apparently did a very good job of it.

There is just one word I should like to say with regard to those first few meetings. They were really very profitable to those of us who took part because of the smallness of the circle and the intimacy with which we laid our hearts bare to each other and told what our struggles were. We were all really new at it, we had been through the great demoralization of war and we were trying to help effect reconstruction in universities.

It was a difficult job; turmoil was in the air. We confessed to each other our difficulties and our grievances. There is something of contrast between that and the present rather large conventions where we read more or less formal papers, and I will say, although the minutes do not show it, that those first meetings were very, very inspiring and very, very helpful to those of us who were able to be there.

**President Lobdell:** Do you care to add anything, Dean Edmondson?

**Edmondson:** The most striking thing in my memory of that meeting at the University of Illinois was that I had a telephone call from the President of my university saying that the boys were continuing the S.A.T.C. practices, and not to delay my return any longer than necessary.

I had just been appointed the year before, and I did not know what a dean of men was. My first instructions from the president were to go over to talk to Dean Clark of Illinois, for and perhaps he could tell me what a dean of men was.

I did have an afternoon's talk with that kindly man who gave me a lot of pointers. From that time on, the meetings became larger and perhaps I may say a little more unwieldy, even though more helpful.

**Goodnight:** There is a gentleman here, Mr. Leslie Reed, who is a very modest gentleman. He was in attendance at the first meeting as well as pretty nearly every meeting since.

**President Lobdell:** We will be very glad to hear from you, Dean Reed.

**Reed, Iowa State Teachers College:** I do not have anything to add. I think what struck me in that first meeting was my acquaintanceship with the deans who were present. The same admiration I had for them then has been multiplied many times as I have come to the meetings of this Association. It has been my privilege to attend a great many of the meetings, but I am one of the silent members.

**President Lobdell:** Are there any more of the ancients and honorables hiding their lights under bushels? Of course there is Dean Coulter but we do not want to hear from him now. Dean Coulter, you are scheduled to come on at eight o'clock tonight, and you will then have until eleven-thirty, so we will proceed with the program.

This morning's paper dealt with the present; the paper we just heard

dealt with the past; that of Dean Sanders will deal with the future. The name "Kryteria" means nothing and I do not know why he chose that title. I would like to say by way of introduction that Dean Sanders is the successor of Dean Clark as the Educational Adviser of the National Interfraternity Conference.

He realized at a very early point in his labors that it would be necessary to have at least six people to do the work Dean Clark had done, and hence he selected a committee to keep him straight. They had a session last month with the Executive Committee of the National Interfraternity Conference, in which the Executive Committee asked to be told what was wrong with the fraternity system, and they were told.

With that introduction I will turn the meeting over to Dean Sanders:

**Sanders, Ohio Wesleyan University:** Mr. Chairman and Members of the Association: I presume it is not a secret to you that the topic which you see on your programs was selected by the President in the meeting at which the morning's topic was selected, and with about as much insight.

I am speaking on a subject, "A New Deal in College Fraternity Relationships."

### A New Deal In College-Fraternity Relationships

By DEAN W. L. SANDERS, Ohio Wesleyan University

A cursory examination of the yearbooks of this Association since 1926 will show that some phase of fraternity life on the campus has commanded the attention of the Deans at every meeting. We have been told repeatedly that the college fraternity provides groups which the Dean may easily reach on administrative matters; that the fraternity provides homes for students, thereby relieving the college of a housing problem; that the fraternity, centering as it does in idealism, provides a rallying point for developing student morale. Such considerations place the college fraternity in a favorable light. An unbiased and unbossed observer might wonder why, under such circumstances, colleges should continue to snipe at fraternities. If fraternities can serve the college in such admirable ways, why should there be any question about their place on the American campus?

A further perusal of the Minutes, however, reveals, often by implication, some less favorable aspects of fraternities. It is to be noted that in many questions the fraternity is considered a cultivator of low academic performance. It is no secret that some college officers are convinced that the fraternity is primarily interested in matters that actually impede the work of the classroom and laboratory. I think it is fair to say that fraternities in their corporate life have sometimes given the impression that intellectual interests are of secondary importance. The emphasis on academic side-shows; the exaltation of an artificial social life as virtually an end to be pursued; the indifference toward moral standards that sometimes characterize a chapter; the extravagance that occasionally attends the operation of the organization—these have been advanced as reasons for frowning upon the idea that a fraternity is an educational asset. By reason of the hiatus between the purpose and the performance

of fraternities, a considerable group of educators, many of whom are fraternity men, are damning these organizations with faint praise. Once the foes of the fraternity were without the campus; today they are within the college itself, a fact that we dare not dodge in our dealings with the problem. The college does not exist for the sake of fraternities. If these student organizations cannot contribute what they purport to contribute, interested alumni must not be too critical of those educators who look with disfavor upon the fraternity.

Up to this point we have been thinking more or less historically about an undergraduate organization that arose to meet a need felt by the students. We must not forget that fraternities were organized by students to meet a lack in the campus social life of their day. Their expansion into national organizations was, I take it, an after-thought. That they often met the need in a satisfactory manner is witnessed by a large body of fraternity alumni who continue to cherish happy memories of chapter life, memories that still prompt these men to contribute time and money to fraternity maintenance.

As significant as these facts are, they do not seem to me to be the crux of the problem as we face academic life today. A prior question is this: Can the fraternity, as now organized and operated, have a significant place in the educational program of this era? Does the fraternity harmonize with other features of the new educational picture? As I see it, the question of the fraternity's purpose and performance is a secondary matter. Lofty purpose, in and of itself, does not warrant our approving the fraternity as an undergraduate organization. It is true that unsatisfactory performance can be measurably changed, provided the Student Deans are sympathetic and helpful in their approaches to individual chapters and to the fraternities as groups. I've little sympathy with the Dean or other Administrators who yell, "Wolf, Wolf," whenever fraternities are mentioned. College officials have often been woefully remiss in their attitude toward and in their handling of fraternity problems. They have sanctioned the coming of these organizations to the campus but have too frequently avoided the kind of sympathetic supervision that would have transformed chapter life into something desirable. We do well to remember that legitimate charges can be brought against both the college and the fraternity. But the real question goes deeper: Does the college fraternity fit into the new educational pattern that is slowly taking shape in institutions of higher education? If it doesn't fit, is there any possibility of making it fit? Or is the very nature of the fraternity such as to warrant the conclusion that it is now an outgrown institution, whatever its merits heretofore? It seems to me that once these questions are answered, the problems incident to organization and operation will appear to be entirely within the range of possible solution. On the other hand, if the fraternity is *per se* out of harmony with the best educational thought and practice of our day, it is not likely that institutions will tolerate it indefinitely.

#### Modern Educational Trends

With a view to noting the directions of modern educational trends, let us turn away from the fraternity question for awhile and address ourselves to the new strategy in higher education. It was the incisive

Shakespeare who observed, "There is a tide in the affairs of men which taken at the flood leads on to fortune." If we can discover the educational tide of our time, the place of the fraternity may be more readily discerned.

In the first place, we are face to face with the folly of rugged individualism as a basis for building a twentieth century career. The depression has taught us that a sense of vocation is quite as important as a vocation. A college graduate may be highly trained in some vocation but he is not as useful as he ought to be unless he has a sense of his responsibility to society. Without a sense of vocation he may, and usually does, follow his vocation with a self-centered purpose. The more skillful he is, the easier it is for him to engage in vocational activity in a manner detrimental to the community. I predict, therefore, that we shall increasingly stress the value of a broad training with an emphasis upon social-mindedness. This means that a college graduate will be trained to understand the forces that are at work in society. He will be expected to know more than how to earn a living; he will be expected to earn a living in such a fashion as to enrich the community as well as himself. For example, if he is a business man, the college and the community will have a right to expect that he shall consider his business a profession with exacting ethical standards that require discrimination in both major policies and operating conduct. The technique of business will not be sufficient; the business leader will be expected to appraise the outcomes of his business in terms of community, as well as personal and corporation welfare.

The new emphasis on individual differences in inaugurating curricular changes seems to me to be a second trend in modern education. This may seem paradoxical, in view of what has just been said on the trend away from rugged individualism. Closer examination, however, will reveal a deep and fundamental difference. The phrase, "individual differences," refers to the student's aptitudes, whereas "rugged individualism" applies to the manner in which his aptitudes are employed in social relationships. To guarantee the student a sufficient opportunity to develop his own aptitudes, many curricular changes are being suggested, a fact we can take for granted in this discussion.

Now two points present themselves. These changes throw the college into a period of uncertainty. Exploration is always so characterized. We are seeking a better way and we want students to be sympathetic and, in the spirit of pioneers, help us to find a more adequate curricular organization. While this re-organization is occupying our attention, an insistent demand for higher standards of performance grows apace. Standardization may be breaking down but standards are rapidly advancing.

A third tendency looks in the direction of giving the student a greater range of choice, coupled with a more rigid demand that he accept the responsibility incident to his program. I presume that is the meaning of the educational experiments in such institutions as Harvard, Swarthmore and Reed College. In so far as it is possible to achieve, the new approach is intent on the student's realizing for himself that education is primarily an experience voluntarily achieved through honest effort in the building of vocational and social habits. It was Mr. Dooley who said, "Teach a boy anything, so long as he doesn't like it." Evidently the contemporary emphasis is in another direction—the student is to be related to the

educational process in such a fashion as to evoke on his part a genuine interest in his course of study. How this will effect potentially capable but actually indifferent students remains to be seen. In any event, we shall not confuse education with certain superficial signs of one's having attended college.

These emphasis or trends would seem to indicate a recognition of the need for a well-rounded personality adequately equipped to assume a task in the spirit of group welfare. Students will be trained to perform some service both personally rewarding and socially desirable. They will possess both a vocation and a sense of vocation.

One implication of this is clear: A new student-faculty relationship will emerge. Education will certainly be a much more co-operative enterprise. It would seem that students and faculty will, under the regime we are visualizing, work together as never before. Education, to be effective in such a set-up, must rest upon a group of men and women who voluntarily accept the responsibilities inherent in the new opportunities. As I see it *noblesse oblige* is to be the watchword.

#### The Fraternity's Place

If that is a fair presentation of at least some of our modern educational trends, what part may colleges expect fraternities to play? Or, to put the matter in another way, is the fraternity so designed as to fit into that kind of educational procedure? Can the fraternity function satisfactorily in an atmosphere surcharged with experiment and the new evaluations that frequently arise therefrom? To be concrete, can a fraternity help an institution of higher learning to inculcate social-mindedness in its students? Or does the fraternity, as now organized, build a wall about its members so effectively that snobbishness, rather than sympathy, results? In a day when the cost of formal education must be reduced, is the fraternity perpetuating extravagances in order to maintain an artificial social standard? With a new cultural and intellectual emphasis on the part of colleges everywhere paramount, can the fraternity assure us that its purposes and procedures will aid and abet the college man in his endeavors to become a cultivated gentleman?

In spite of all the weaknesses in the fraternity's performance, it is a socializing agency which a boy respects. It is plain that our new educational emphasis on social fitness will require some kind of social grouping in which the student may learn how to live close to other people with a minimum of friction. The fraternity provides such an opportunity, together with the added attraction of a secret code. Some may feel that the latter is educationally undesirable. On the other hand, this factor need not be kept so close to the student's eyes as to blind him to the virtues and accomplishments of other students. Let the college and national fraternity teach him that his chapter is one unit in a larger campus organization and that the individual units prosper only in so far as the whole group succeeds.

Again, a college fraternity was founded to provide a fellowship that centered in high individual and group standards. Fraternities possess codes of conduct imbedded in attractive rituals calling for sound thinking and right living. If it is standards we wish to exalt, does not the fraternity provide a potential organization for their inculcation? It does not suffice

to reply that the fraternity falls short of its standards. The question centers in the incompatibility of its standards with contemporary educational need. I see nothing in the fraternity's standards that necessarily prevents its being included as a vital part of any system of education. If the fraternity and college are willing to work together, the interests of both should be advanced by the experience.

If self-government and self-direction are inherent methods of modern education, the college fraternity would seem to be admirably appointed to provide a training ground. The very nature of a fraternity requires its members to assume some responsibility for the group's welfare. If that responsibility can be ordered so as to include the entire campus in the fraternity's thinking, may we not say that the fraternity is providing a significant educational opportunity?

Finally, we should note that the fraternity may be a means of drawing students and alumni closer together in all the interests the college holds dear. I am not unmindful of the possibility of prostituting the relationship. It is always true that a self-government group opens the way for irresponsible parties to misuse their opportunities. But this would be true with any groups that might be organized. I have not noted any signs of the millenium in those colleges that have denied their students the fraternity privilege. The point is that the fraternity does provide a college center around which rich associations and happy memories cluster. Until something better is designed, I respectfully suggest that we try sincerely to guide the fraternity with a view to its realizing its full stature in our modern education. We don't turn other organizations loose, however promising their programs, without some supervision. Supervise fraternity-college relationships as you would any other undergraduate interest. If, after a fair trial, it is found that the fraternity will not co-operate and that its program is educationally detrimental, there should be no hesitancy about our action. Fearlessly and incisively we should eliminate it from the campus.

Because some of us have thought that fraternities might become more vital educational units, a joint meeting of the Executive Committee of the National Interfraternity Conference and the Educational Advisory Committee was held in New York City on February seventeenth. From that meeting there came a set of fraternity criteria, copies of which are now in your possession. The statement, unanimously adopted, reads as follows:

"We consider the fraternity responsible for a positive contribution to the primary functions of the colleges and universities, and therefore under an obligation to encourage the most complete personal development of its members, intellectual, physical and social.

Therefore, we declare,

1. That the objectives and activities of the fraternity should be in entire accord with the aims and purposes of the institutions in which it has chapters.
2. That the primary loyalty and responsibility of a student in his relations with his institution is to the institution, and the association of any group of students as a chapter of a fraternity involves the definite responsibility of the group for the conduct of the individual.

3. That the fraternity should promote conduct consistent with good morals and good taste.
4. That the fraternity should create an atmosphere which will stimulate substantial intellectual progress and superior intellectual achievement.
5. That the fraternity should maintain sanitary, safe, and wholesome physical conditions in the chapter house.
6. That the fraternity should inculcate principles of good business practice, both in chapter finances and in the business relations of its members.

These criteria should be applied in close co-operation with institutions of higher education. Detailed methods of application will necessarily vary in accordance with local conditions. It is the purpose of the National Interfraternity Conference to offer detailed suggestions, after further study and investigation, regarding practical steps to make this co-operation effective."

It is expected that the fraternities, through their responsible officers, will adopt these criteria. It is the purpose of the National Interfraternity Conference to hold its members to this covenant. The next move lies with the colleges. Will they place themselves on record as frankly and fairly as have the fraternities? Are we as student administrators ready to prepare a statement for the colleges, in which we shall give the fraternities assurance of our position? That seems to me to be our next step and I therefore recommend that a special committee be appointed to prepare and present a statement with a view to its adoption by all educational institutions in which fraternities are located. May we not expect mutual helpfulness to follow a thorough-going understanding of the position of both parties? Is not such a plan a satisfactory first step in integrating the fraternity with the whole educational program?

**President Lobdell:** The paper is open for discussion. Does anyone wish to second the recommendation of Dean Sanders?

**Armstrong:** I second the recommendation of Dean Sanders.

**President Lobdell:** The recommendation is that a special committee be appointed to prepare and present a statement with a view to its adoption by all educational institutions in which fraternities are located.

**Armstrong:** Mr. President, it is only modesty that prevents us from talking about the motion. I think almost anyone on the the Committee will be very happy to do so if there is no further comment from the membership.

**Fisher, Purdue:** I am not a member of that Committee, so I may speak without being embarrassed. I want to seek to have a committee appointed, but I want to say this in particular and I was very much pleased when those criteria were sent to my desk. I sent copies of them to all fraternities on our campus. I have not had the answers from the various organizations, but I am sure that the criteria are heartily accepted by the various organizations. I am sure that they thoroughly agree with my own ideas on what the fraternity should do and I am pretty sure that I shall have a 100% approval in our institution.

I feel that the Interfraternity Conference is now being assisted by



the deans of men. They have started in the right direction toward getting still further cooperation from the fraternities.

I will say for our own organizations that we have had splendid cooperation from the fraternities of the university, not through anything I have done myself, particularly. I have not done much but my predecessor did a great deal. In fact he did the main thing toward bringing the fraternities of the university into splendid cooperation in the institution. I think that all of us should be grateful to the committee that worked up these principles which have been submitted to us.

**Manchester, Kent State College:** I do not know whether I am just plain dumb, or not, but I listened to that recommendation, and I thought for a moment it was meant to be a joke. Perhaps I did not hear it right. I thought you recommended that the colleges draw up a statement of disapproval or something of that sort. I just wonder why the colleges should be put on the spot to draw up anything of that sort.

Perhaps I am entirely wrong I understood. If we are going to do that, I would recommend that the Massachusetts Institute of Technology had better change its plan of examinations a little bit. I had a student who asked what he could do to enter. I suggested that he would probably have to take an examination. I suggested that he go to Cleveland and find out about it; a little later I asked him if he had gone up, and he said that he had not gone, that he could not go at that time because it conflicted with his "hell-week" activities. So I think the Institute had better change the date of any conferences of that sort.

**President Lobdell:** The entrance examinations come in June. Do you have "hell-week" in the summer?

**Manchester:** I do not know. But I was interested in the suggestion that your examinations conflicted with the "hell-week." That is a very important matter with these young men.

**President Lobdell:** I think probably your young man would have found his "hell week" easier.

**Manchester:** Possibly he should have taken his examinations first. My other point is that I am curious to know whether institutions should feel it necessary to set up such a proposition. It may be that they should, but I just do not see it.

**President Lobdell:** Dean Sanders, would you care to defend yourself?

**Sanders:** No, I do not want to defend myself; I am pretty thick-skinned. It does not make any difference to me what is thrown my way, but I do think it is about time the colleges and universities begin playing fair with fraternities.

All too long have we give the fraternities a place on our campuses without letting them know really what we are expecting from them. When their conduct and performances have not seemed to coincide with our expectations, we have been very ready to come around and use the shillalah. A great many institutions have not been overly sympathetic in dealing with these organizations. It occurs to me that it is high time, in view of the attitude of the National Interfraternity Conference, as embodied in the attitude of the interfraternity leaders, who in these years since the Conference was formed have endeavored to cooperate, and that

the colleges should assure the fraternities through some kind of a statement as to what their attitudes will be.

I do not see that we are in any way surrendering our rights, and I do not believe that a statement would be a collegiate criterion would in any of its prestige. The fraternities, so far as I can see, are coming clean, and it looks to me as if we ought to be willing to play the game and assure them what our attitude is going to be.

If our attitude is anti-fraternity, why do we not say so? If we feel the fraternity is a detriment on the campus, then I think we ought to tell them that, and the quicker the better. On the other hand, if fraternities are to be considered a real educational asset, then we ought to say to those alumni and fraternity leaders, "We are with you under these conditions, and we, too, believe that the fraternity in its very nature can be and ought to be a real asset." If fraternities should be an asset, fraternity membership would mean so much more during one's college days and after graduation. I do not believe we are in any way compromising ourselves or that the proposal would in any way reflect upon us. I think it would be good sportsmanship, on the contrary.

**Jones, Iowa State University:** I would not like that splendid paper to be cast into a spirit of heated recrimination. As I listened to Dean Sanders I thought I had not heard a discussion so aptly put in a long time regarding any problem of college administration. What he summarized was the criticisms and the platitudes that we have passed out toward fraternities. He summarized what may be a new deal in education. He summarized the well-rounded personality adequately equipped to perform social service. It certainly should have our admiration.

With that statement of six criteria of what a fraternity may be, it seems to me we have a constitution for a new day for cooperation between fraternity organization and college administration.

On our campus we welcome the fact that we have already constructed four open houses in which students may live. We do not need to ask the state legislature for the money to build those places. We need to exercise tact with the men living in those houses. Already there have been some movements in that direction. When we expanded our system of proctors on a voluntary basis only a half dozen or dozen fraternities came with us. But today every house has its scholarship proctor. What Dean Armstrong is doing here at Northwestern will be a stimulus to us to improve that system, to help to cultivate a little more the cultural and scholarly life.

During the past winter a group of interested college professors and administrators drew up a plan of fraternity financing which was not presented to the university administration until after twenty-nine social groups had asked they be put on that list. It was then presented and approved by the State Board of Education.

I think the suggestions there represent a splendid chance for wisdom to step in and capitalize, not only on the practices by which students may live, but on the fine idealism of our fraternities. We should capitalize on the fine idealism so that students may develop a well-rounded personality.

I believe your suggestion is a good one, that each of us try to contribute something to a central committee which within a few months can become our measuring stick on what universities and college can do.

**Turner:** I believe Dean Manchester missed the point. Dean Sanders has read these criteria set up at the New York meeting. I believe he might have gone into what took place before they were set up. Naturally there was a good, hot discussion that started at nine o'clock in the morning and quit at ten o'clock at night. The discussion started out on the basis, "Why don't you educators do something about this?" The deans of men came right back and said, "You men are the officers of the National Interfraternity Conference. Why don't you do something about it?"

By that time one of the younger fraternity men, Jack Chaille, took the floor and said, "Well, if you all had the courage to admit it, and you know it is true, the whole trouble is that we have too many fraternities." He was pretty soundly taken down by other members for making that statement.

Very soon after that they went down to work, and out of it come these criteria. What those criteria say is simply this: Here are the minimum standards that any chapter ought to be able to reach. If it cannot reach these standards (and they are minimum and reasonable standards), then it is high time it quit.

But the National Interfraternity Conference cannot get the chapter to those standards and the college cannot get it to those standards unless the National Interfraternity officers and colleges are working together. That is exactly what we had in mind—a mutually cooperative affair to try to bring the college fraternity up to that minimum set of standards.

It is understood that if a chapter cannot reach those standards, it is time it quit. In other words, it is a reasonable and regular and proper method of deflating a system which may have grown too large in the better times.

**Armstrong:** I wonder if I can talk a little on this. It seems to me in our discussion here there are some aspects of this problem that have not yet been brought out. When we went to New York at the request of Dean Sanders, we went to talk over with the leaders the problems of the fraternity.

I think that any dean of men who has attended the National Interfraternity Conference in the last two years has come away with the decided feeling that if the ideals and standards and projects of the National Interfraternity Conference could be realized, there would be no cause whatsoever for feeling other than proud.

At the same time, those men who are sitting at the center of the National Interfraternity Conference picture realize just as we realize, sitting in the central position on our local campuses, that the problem of working out this great project is no small one, and it is a practical problem.

It seems to me that the recommendations that have been adopted are really of no tremendous importance compared with the opportunity which is offered in this definite, administrative hook-up with the National Interfraternity Conference.

This set of resolutions as I recall it, gentlemen, did not come from the Interfraternity Conference, as such, out of this meeting. As I recall it, it came from the secretaries' association meeting entirely independent from the deans of men. It was the sentiment of the men who are working with the fraternity picture that now the question arises as to whether or

not they are willing to lend their influence and their experience to the leadership of the fraternity movement in bringing about on various university campuses the conditions which they are eager to secure.

As I recall another aspect of this meeting: There was a definite agreement that this Committee of six deans should work with Mr. Duerr's Committee on Scholarship. There is no constructive piece of work going on in education at the present time in reference to the heightening of scholastic standards which is better than that work which Mr. Duerr and his Committee have been following for these ten years.

It is a tremendous contribution and helping us do the jobs we set out to do. It seems to me that the answer to this question could be under direction. We agreed with the ideals they have. The things they are saying are the things we have said. We agree with the projects they are undertaking to bring about these practical conditions in fraternity life.

It seems to me the hook-up of being able to help the Interfraternity Conference help us and having the two organizations working together with the secretaries of the Association, is the most strategic combination that could be worked out, and I, for one, not because I am any more interested in the fraternity picture than any other part of the university picture, think it would be tragic if we did not do anything.

**Gardner:** Since all members of this Advisory Committee have spoken with such becoming modesty, I would like to say my piece.

I went to the New York meeting with grave doubts as to its value. For years I have felt that fraternities were all right. I believed in them, although I did not always see how they were fitting into the educational scheme. I am quite frank in saying that when I accepted Dean Sanders' invitation I thought I would be filled with 100% "ballyhoo" about the place of fraternities on college campuses, and that I would hear the same things that we all have heard before.

I was, however, entirely disappointed and at the same time unusually pleased. We were asked if we would frankly tell the Executive Committee what was the matter with fraternities. Six deans as a result of this invitation expressed their opinion as to what was wrong.

The spirit of cooperation of the Executive Committee was this: "You say these things are wrong. You people should know. Let us correct them. What do you suggest as a corrective method and as a stimulative method?" I realize that what I am saying is a repetition. I was not only surprised, but entirely enthusiastic. I was surprised that the fraternity men should take an attitude that could be characterized in no other way than as purely constructive. This is the first time that national fraternities as a group have said what fraternities are trying to do.

Dean Sanders has said that if we do not want fraternities on our campuses—if we, as a group, do not believe in them we should say so. Here is a deliberate challenge to us. They have said, "Is this what a fraternity should be?"

Dean Sanders has recommended "that a special committee be appointed to prepare and present a statement with a view to its adoption by all educational institutions in which fraternities are located." I believe, if I understand the sense of that, that we should express our attitude

toward these criteria, and that we should possibly make some practical suggestions of methods and means for cooperation.

That some deans have sat for years and said, "Fraternities are awful," puts us in a responsible position since fraternities have put it squarely to us. What do we want them to do? At New York I took it upon myself to say, "Fraternities are guilty. They have to prove themselves innocent." And the Interfraternity Council members proceeded to try to offer their "proof of innocence." Certainly if we are the court of educational institutions, we should pass sentence.

Even those deans who with no fraternities have a problem, because we know that as soon as an institution grows beyond a certain number, the gregarious feeling operates and students will collect in groups. I do feel very strongly that this organization should present in some way its approval or disapproval of these criteria.

**Field:** I am heartily in favor of this motion, and hope that the Committee will be appointed from this group. I have known from six to nine years that these were the ideals of the fraternities, and my answer is that every dean of men is responsible if the fraternities are not meeting those ideals on the campus. For six or eight years I have been working on that,

That some deans have sat for years and said, "Fraternities are awful," and we are on the way to achieving those ideals. In about twenty more years I think we will arrive.

**Bursley, University of Michigan:** I doubt whether there is any dean of men or any president of an institution where fraternities are located who will not approve these criteria. I do not agree with Dean Field's statement that the deans are responsible for seeing that fraternities live up to their standards. I cannot quite assume that responsibility. I believe that fraternities have possibilities of being wonderful assets on any campus. The difficulty has been that they have not been so in many instances. One thing I am not clear about in my own mind is, who is to be responsible for seeing that fraternities live up to these criteria? Is that up to the undergraduate chapters or up to the national officers of the fraternities? Is the responsibility upon the university authorities, or who is to be responsible for seeing that this thing is carried through?

You know as well as I do that the national officers of fraternities have tried to have their organizations live up to these various standards set forth in these criteria. That is nothing new. We realize what these standards have been trying to do, but it is very difficult to get the undergraduate to look at these things from the same point of view. How is this thing to be put across?

I do not believe it is up to the universities to use police methods, or anything of that kind to see that these criteria are followed. I think it is up to us to do all we can to cooperate with the chapters, but somebody has to follow this thing through.

Dean Sanders has said, "If the individual chapters do not live up to these criteria they should be wiped out." Who is going to say, "You are out!" Are the national officers to do it, the Interfraternity Conference, or the college authorities? There are some details that need explanation. I think we are all ready and willing to do anything we can to help this

situation, to help the fraternities, to become the assets which they have a possibility of being.

**Tolbert:** I do not believe it is going to be possible for us to divest ourselves of the responsibility of seeing that this is done merely by passing this copy of criteria to local fraternities and saying, "Now, boys, there it is. You do it." We are going to have to assume responsibility, no one else except the deans of men will know whether or not a local chapter is living up to this except by a mere matter of grades.

I am thoroughly and heartily in sympathy with the criteria. The only trouble I think we are going to have about it is this: I showed it to two or three boys in the office. (I have not distributed it because I did not want to send it out yet.) They read it. They said, "That is fine." Then a few of them pointed out this, "What does this mean, and what does that mean?"

Somebody is going to have to interpret these criteria to the chapters. I would like to have (it will not cost much) a copy of Dean Sanders' paper. I am going to make such a copy to the next meeting of the Interfraternity Conference. I am going to sell them the idea and as near as I can interpret the meaning of these papers. Then I am going to promote a discussion to see how they understand these things and just what they mean to them. I am going to have them read this paper of Dean Sanders first, because I do not believe the criteria will get across without the underlying philosophy given in this paper, the social-minded attitude, the college-wide views the fraternity must have. Those things are just as necessary as the copy of the criteria is.

I wish we could get this paper of Dean Sanders mimeographed so that we can all have copies, because I think now is the time to do it, and if this paper goes along with the criteria, we will get somewhere with it. I am wondering if it would be possible to get this mimeographed so we can strike while the iron is hot and interpret the criteria to the fraternities.

**Field:** May I speak again? I wish to say for the benefit of Dean Tolbert that for three years with each succeeding class that has come into the fraternities, I have attempted to direct them in the principles covered by these criteria in an instruction course preparing them for membership in fraternities. I have not a doubt that the members of the fraternities on our campus know exactly what those criteria mean because of the things that have been done for three years in preparation for that. I am perfectly certain that we have not attained our ideals yet, but that instruction is to continue year after year throughout the coming years, and in the course of twenty years, perhaps less, I think we will arrive at more or less the ideals suggested in those criteria. That is the reason I say, in answer to Dean Bursley, that the dean of men has the key to this situation, if he is willing to undertake to do it on that basis of providing for the pledges as they come into fraternities, a course of instruction in which the basic principles for which the fraternities stand are explained to them logically and basically so they will understand when they take the pledge to the fraternity what they are subscribing to.

When they do that, assuming that is a part of the principles of their lives, then you are going to get those criteria worked out and lived out in the lives of the individuals and the group to which they belong.

**Bishop, University of Cincinnati:** In order to carry out and put into effect the new deal which Dean Sanders has given us, that is, to carry out the responsibility of the deans and advisers of men on the local campus, we have to create an attitude that is friendly and cooperative on the part of the other administrative officers and on the part of the faculty.

I do not see how we men can do these things by ourselves unless we do something with that group which all through recent years has practically laid down upon the job in helping these various groups to live up to the standards that they are called upon to live up to in these criteria.

I know that much of the failure as I have observed it on the part of local groups, has been due largely to the lack of interest and help that the faculty and administrative officers other than the deans of men have shown.

**Manchester:** I do not want you to feel that I am opposed to the proposition. I feel that I have been instructed about the whole matter. My reaction first was just this: Whether the college as an institution is the social institution, or whether the fraternity group is. So far as cooperation is concerned, I am certainly in hearty favor of anything we can do. If the fraternities wish to have the colleges, through the deans of men, tell them what they should do, I see no harm in that. I think it would be a very fine thing to do.

If, however, the college takes over the matter of instruction of pledges, we might ask how far the institution is to go in the instruction of fraternity pledges or fraternity members. That is a situation that can be over-developed. If we go far enough the college fraternity becomes a college dormitory. It loses the things it now stands for.

I am in favor of the resolution. Now I think I will vote for it, but I still feel that after all we must remember that any institution that has been preaching a gospel for many years is known. We have set forth our standards. The members of the fraternities do know very definitely what colleges stand for and what colleges expect of the students. Fraternities are merely asking us to cooperate in keeping up the institution's policies and ideals. I think that is fine. But if they are asking us to serve them, merely for their own sake, then I think that is another matter.

**President Lobdell:** Is there any further discussion?

**Goodnight:** I have been a very interested listener. I have no contributions to make to this. There are, though, two things I want to bring up. One is that document which came to my desk the other day and aroused my curiosity. Is there a representative from the University of Nebraska here?

**Gardner:** Dean Thompson is not here.

**Goodnight:** They have adopted this document which I suppose, has been sent to all of you. It seemed to me a rather strange affair. There is a Board of Control created of alumni which is known as the Interfraternity Alumni Council. There is an Interfraternity Board of Control so constituted that it is to have complete control and jurisdiction over all the fraternities at the University of Nebraska. The Board of Regents delegates to the Interfraternity Board of Control full power to exercise complete jurisdiction over their chapters and members. They shall have power to

discipline chapters and their membership, including the right to suspend the chapters, to close the chapter house for any period of time.

It seems to me that is a very drastic and rather extraordinary document, and I wondered what the attitude was toward it.

Another thing which has no bearing on this at all: I want to hear the practical suggestions. I have been listening for them in vain. What is the attitude of the institution to be? Say the attitude is favorable, what are the practical suggestions for helping fraternities? Those are the things I would like to hear brought out.

**Sanders:** If you will look at the statement of criteria you will discover that the Joint Committee had suggestions very definitely in mind. You will see that that last paragraph says something like this: After further consideration and exploration, it will be the purpose of this Joint Committee to make practical suggestions as to how these criteria may be put into effect.

I doubt if it would have been wise at that meeting for us to have gone further than that. I went there with the idea of going a little further, but the longer we talked it over, the more we were convinced that the six deans of men represented on that Committee should go home with a very definite purpose—to put those criteria into effect and out of their experience to offer some suggestions of the kinds requested.

We had the various kinds of institutions represented there—a fraternity institution, a large endowed institution, two small colleges, each doing a very different kind of work, a great technological institution, a municipal institution. We felt that if the deans representing those institutions could go back to their schools, take the criteria and work out ways and means by which they might be realized, then you would have a set of valuable, definite suggestions to submit. I suspect the step we took was a wise one, though some of us at the time had in mind going a little further.

Regarding the questions raised by Dean Bursley and others, I have ideas which I would like to see put into practice. If these criteria are to be brought to the life of the students, the deans of men will increasingly have to assume some responsibility for their supervision, and we will not expect fraternity secretaries to do the work for us. We cannot expect the Interfraternity Conference to do it for us. They can be a sort of agency for setting up ideals and goals, but when it comes down to the practical working out of a program for fraternities on any campus, it seems to me the deans of men must assume increasing responsibility. I do not know how far that is going to take us, but I do not see why we should wince for a moment. We do not allow a dormitory to be operated independently of the college, and I do not see any reason why a fraternity, merely because it is a fraternity and because it has a kind of horizontal organization that is a little different from the vertical one on the campus, should be excepted.

After all, if it is an integral part of our institutions, it is closely related to the scholastic and other activities of the campus. I believe more and more that if fraternities are to continue and be effective in doing the things we so much want them to do, the dean of men will have to take up a responsibility for this. How he is going to do it is another matter.

So far as my own campus is concerned, I know how I am going to do it. Through an Interfraternity Council, on which the presidents of the fra-



ternities sit, I am going to work it out. I am going to bring that group more and more into an integral relationship in the managing of student affairs.

Dean Park has a different set-up at Ohio State. In a large institution you have to approach these situations differently. I think Dean Park's organization might in some respects be a model. It is not our business right now to tell you just how you are going to do this. As we go along, as we take these steps, working together, there will emerge, as it were, out of your experience ways and means by which these things can be done. It seems to me we are beginning what I like to think of as a sort of pioneer movement.

It is absolutely essential that every campus organization contribute to the main thing the university is trying to do. I do not believe that is impossible. It will be impossible, however, unless somehow or other, the university administration can and will assume its responsibility; because, gentlemen, they will not operate without some kind of supervision.

**Bursley:** I am very glad to hear what Dean Sanders has said, but I think there is one other point that will have to be taken into consideration. If the fraternities expect the deans of men to assume a responsibility (and I think there is a responsibility there), I think the deans have a right to have the fraternities say that they give the deans authority.

It does no good to say to the dean, "You have the responsibility to see that this, that and the other thing is done and that this house is run as as it should be," and then if it becomes necessary to take steps that are unpopular, to have the alumni organizations come back and say, "What business is it of yours to step in there? You are asserting authority you do not have." That is the situation that will exist unless the responsibility, which I admit we should take, is authorized by and recognized by the national organizations. It will not work otherwise.

We at Michigan are doing all we can to help fraternities. We let them buy their commodities and services at a better rate. We have a Judiciary Committee of the Interfraternity Council which does what it can to enforce the rules; we receive each month the financial report from the fraternities. That is done in accordance with a recommendation by the National Fraternity Secretaries' Association. We are ready and willing to do anything we can to help the fraternities but we are not willing to step in and assume a responsibility and then be told that we had no authority to do this, that or the other thing just because it becomes necessary to do something for the moment that is not popular.

**President Lobdell:** I am going to ask if Dr. Shepardson would care to comment on this situation from his knowledge of fraternity elements in our educational life? Then, possibly, we can have a vote without further discussion.

**Dr. Shepardson:** I never happened to be dean of men in all my experiences as dean. But I happen to know the attitude of students all over the United States towards deans of men; and that attitude reflects a feeling that those deans have wonderful opportunities for helping. We have been trying in the National Interfraternity Conference for twenty-five years, and I say that advisedly because I sat in on the first meeting

and have been associated with it ever since, to improve conditions of fraternity life on the campuses of our country.

We have found two great difficulties: One has been mentioned—naturally, to get the leaders to get the ideals of the fraternities across to the local chapters on the campuses. The other difficulty has been to find out the attitude of a given institution toward a fraternity.

I know college presidents who accept invitations to Sunday dinners at fraternity houses during the winter, who indicate interest by such attendance, and who always refer to fraternities with a sort of under-handed tone, as though there was something the matter with them.

I have heard it said of certain deans of men that they are not square. That is a terrible charge against the administrative officers. I have heard it against certain presidents. I can think of one university now which is generally understood to be anti-fraternity. I am satisfied that if that institution would boldly say, "We are anti-fraternity, and we do not want fraternities," that the exodus of fraternities from that campus would be prompt and effective. I am also certain that if there were an exodus started those same people would come running and ask the students not to desert the campus and not take away the housing facilities for students that the fraternities have furnished during the last thirty or forty years.

Are the colleges sympathetic with the college fraternity idea, or are they not? We have had some wonderful college officials who have attended the meetings and have expressed their own personal feeling in regard to the possibilities of these institutions. I could give literally thousands of illustrations of the helpful effect of the fraternities upon the campus, if there were time and you had the patience. However, I shall not go into that field.

The proposition which Dean Sanders has put before you is what the fraternities want, and there again, I recognize I am speaking of the officers of the fraternities, the national officers of fraternities who meet each year and plan. These officers are certainly trying to make the fraternities more helpful to the individual members and to the institutions in which they are located. I am satisfied that the officers of the national fraternities will be the quickest ones to demand the withdrawal of a charter from an institution if its chapter is failing to measure up to what it should do.

I am very greatly disturbed as I read certain papers of a religious nature to find that Christianity is trailing in the world because its members do not live up to their high ideals. I suppose it is possible to find on many a campus a chapter which does not live up to its ideals. I know of chapters. I know also that we are working very hard to correct those things.

Here is the proposition that has come out of twenty-five years of thoughtful consideration. We will make a statement as to what the fraternity ought to be in its relationship to the colleges. This comes from the fraternity; this is what we want to do. We want to put it across but unless we have the cooperation of the institution it cannot be done. Will you please tell us frankly if you think there is a possibility of making fraternities worthwhile on your campus? If you do, we will cooperate. If you think not, please say so and let us know. Then we will turn our thoughts and attention to other institutions.

It is not a matter of supervising fraternity finances altogether; it is not solely a matter of housing privileges for students; it is not a matter of scholarship. All those various things go to make up student life and are at stake.

As I understand it, all the adoption of these criteria asks from you (and I am speaking now of what I regard as the most important group of college administrators today) is that you will indicate to us whether, on the whole, you are sympathetic with what we are trying to do, or whether, you doubt whether the real saving of such things is possible or not.

I never saw a 100% fraternity man in any fraternity; I never saw a 100% fraternity chapter. But I have seen in twenty-five years such a marvelous change on college campuses in the attitude of fraternities toward one another and in their attitude toward student life, that I am hopeful that we shall go forward if we can get sympathetic cooperation we shall go forward.

I should not put it off twenty years as Dean Field did, because I think the time is ripe right now. To be perfectly frank, I know of very few institutions where the feeling in the fraternity chapters is not that of the campus. That is the talk everywhere. We have just come to a point where by friendly cooperation, I believe we shall accomplish these things which we all want to accomplish.

I have been impressed by the amount of time your historian reports you have given to the general subject of fraternities. I know that if you feel there has been definite progress made in recent years, that some of you think grater progress can be made in the years ahead. I covet that cooperation which will help us to go forward. The thing that has hindered us most has been a sort of lip service on the part of certain administrators of colleges which has gone counter to the things they say when somebody asks them about fraternities. Why not come out baldly and say, "These fraternities are great things. They are the ones that get us the students."

I can go down in Ohio and pick out college after college that could not exist without fraternities. I was in one university where they said, "The competition is so fierce, that unless we can get the fraternities to cooperate and get boys here we will not have a large enough freshman class."

It is the alumni of these fraternities who are the strongest forces for building up the student body. They are giving service without payment on the part of the institutions themselves. They are giving service of incalculable value.

I am not going to argue on the general question of fraternities. All I want to say is that I hope this overture which has come to you from the leaders of the national fraternities may be received in a friendly way by you, that you will watch these six experiments which are being made this year to see what can be done, and if the results of these experiments appeal to you, that you will say, "We will work along the same lines." That is what we want, and I have faith to believe that if we get cooperation from the men who have the greatest power over students today, who are looked up to by the students more than any other men on the faculty, we will make definite progress, although the millennium will not be soon.

**Bursley:** I should like to approve Dean Sanders' recommendation, which as I understand it, means that this organization is ready to co-operate sympathetically with the officers of the National Interfraternity Conference to endeavor to have the various chapters of the fraternities adopt and live up to the criteria set forth.

...The motion was voted upon and carried...

**Julian, University of South Dakota:** I do not want to involve this organization in political activities, but there is at the present time a chance to help fraternities. Why not do it? You do not need to vote on this today if you do not want to. There is before the Congress an amendment to the Home Owners' Loan Act making it possible for fraternities to borrow money to refinance their properties under certain conditions.

Naturally, the more pressure that is brought to bear from the public on that subject, the more liable it is to be passed. I brought the matter up with our fraternities, and it seems to me that a resolution by this body would have considerable weight. I do not want to prolong this session, however.

**President Lobdell:** I suggest you take that up with the Chairman of the Committee on Resolutions, and it can be brought in on Saturday morning.

The Committee upon Dean Sanders' resolution will be announced tomorrow morning.

If there is no objection, the meeting will adjourn.

...The meeting adjourned at four o'clock...

## BANQUET SESSION

Thursday Evening, March 29, 1934

The meeting, held at Goodrich House, convened at nine-ten o'clock, President Lobdell presiding.

**President Lobdell:** Ladies and gentlemen,

I wish to thank Northwestern University on behalf of the National Association of Deans through President Scott for this most excellent banquet and for the many other courtesies and hospitalities which you have shown us.

First I am going to call upon Mr. Edward Ott, Head Counsellor at Northwestern, to tell us something about this wonderful building in which we are located at the present time.

**Ott:** Dean Armstrong asked me if I would talk about the dormitories, how they are run and how they sort of run themselves. So that is what I will talk about—how we run the dormitories here and the plans we have for keeping them going and how we hope to improve them.

All of you are aware of the old problem that every dean or adviser of men has to face—how to make the most out of twenty hours spent out of classes. We know that millions of dollars are spent on the four hours we are in classes—for new libraries, scientific apparatus, four-star professors and three-star professors.

It is only right, I suppose, that all that money should be spent on the four hours, for it is only by spending money that you can improve. In our twenty-hour field we can make our work successful by organizing it so perfectly that we cut down the number of slips and mistakes made. And it is this organization that I wish to speak about especially.

Here at Northwestern we have what is known as a Counseling System. We think it is a great system because it works fairly well. It is the result of ten years of hard work and experimenting and planning on the part of the Dean and his associates.

The system works about as follows: It is divided into two major classes. On one hand we have the administrative organization; on the other hand we have a student organization. The administrative organization is a sort of pyramid. On the top of the heap we have the Dean and his assistant. The next step in the ladder is the head counsellor who presides at meetings, usually looks wise and occasionally offers advice—some of which is good and some of which is not so good.

The men who do the actual work are the counselors. They are the men who are in constant touch with every student in our open houses on the campus. They have to take care of all the nasty part—the discipline. They have to see that physical property is very well kept up. What is more important, they have to act as advisers and guides to the men under their care. They have to be father's representative on the campus. They have to be mother's representative on the campus, and they have to be the university—office of the registrar and office of the dean—and tell these boys what they can do and what they cannot do.

Above all they have to be of remarkable personality. Nothing can tear

down a house more quickly than a poor counselor, and nothing can build it up faster than a good counselor. That, roughly, is the way it works.

Suppose that a case requires some sort of special care. It goes first to the counselor. If he thinks it is sufficiently serious, he takes it to the head counselor, who generally discusses the matter with the dean and then very solemnly says, "Well, I think this ought to be done." Ninety-nine and nine-tenths per cent of the cases never get past the house. They stay right in the house. The counselor is able to handle them. It is merely a system by which the dean can be in every house all the time. He never has to guess about what is going on.

The student set-up is a little different than the administrative organization. In each house we have a President, secretary-treasurer and all that sort of thing. Each house has its Executive Council which handles almost all discipline that has to be handled by the boys. There are cases of violation of study hours when somebody goes into tap dancing on the floor above you and destroys all your chances of study. The house handles that kind of problem and handles it better than the counselor or the dean's office or anybody else can handle it, because boys, when they discipline themselves, do a very thorough and noble job of it.

The house themselves are organized into an inter-dormitory council. They meet to handle house problems. They handle campus discipline. If, late at night, someone is moved to lend his voice to song, they try to find out who it is and take care of it. They put him in his place in a hurry.

I might say that it is not theory; it works. We have had cases come up that were handled that way and were handled for keeps. Among the things that this system has succeeded in doing is elevating the social tone of the campus considerably. I was not here ten years ago, but I was told that ten years ago for such-and-such a sorority to go on a date with an open house man was almost a disgrace. I am happy to say that no longer exists, and it is due to this system which has made it possible for our dormitories to lift themselves out of the rut. They have gotten to the place where they are on a par with fraternities, and if we keep on going, the fraternities, I hope, will be lifting themselves up and getting to be on a par with open houses.

The Inter-dormitory Council handles all our social functions. Many are held in this room in which we are now sitting, which is usually our own student dining room. Those parties are very nice parties and they are enthusiastically attended. Everyone tries to get to an open house party.

What are we trying to do? What are the things we are working on now in this open house situation? The thing we are trying to do is to unify the houses. Instead of making men feel they are open house men or dormitory men, we want them to feel they are Lindgren House men, Foster House men, Goodrich House men. We want them to feel a sense of loyalty to their houses so that they are willing to do battle with almost anyone who takes a crack at the house. Slowly and surely we are succeeding, and we are doing it by providing insignia for each house, by providing those intimate touches that make the man feel it is his home, that it is more than a dormitory.

In closing, I want to say what I think may some day happen in every

open house throughout the country. The big curse of dormitories is the fact that they are called dormitories. That is true here as everywhere else. We might as well call them barracks if we are to call them dormitories. There is no essential difference in the terms. Some day, God willing, we will have a series of open houses that will not be open houses exactly. They will be houses into which every man can go, but I hope they will be run so well no one will want to leave after he gets in. I hope that in the course of years it may be achieved here. I hope that these open houses will feel solidly unified. That will fill in the great gap in the average student's life.

The average boy not pledged by a fraternity feels a distinct loss. This will break that loss to some extent. There are usually two reasons why a boy is not pledged to a fraternity if he is a good man: the first is that it is estimated that he will not be able to pay his bills; the second is that the fraternities just neglected him, they overlooked him.

If we can unify our houses and keep them firmly together, we will see that every man has a loyalty to his house, a rallying point, so that the dormitory means more than just this little room and that desk and a light and cot and the rest of it. The dormitory for him will really mean home. That is the one place that he will remember in his university life.

**President Lobdell:** Thank you very much, Mr. Ott.

I now call on Mr. Clark Kuebler, Head Tutor of Northwestern.

**Kuebler:** Those of us who work for any length of time with Dean Armstrong are firmly convinced with him that the residential areas of the university ought to help more to stimulate intellectual enthusiasm, that is, that they should become a more definite part of the intellectual program of the institution.

Any intellectual development of the student must not and cannot depend solely on the work in the class-room. Where and how students live in the hours that they do not spend in the class-room is of very signal importance to their mental welfare, and that is something that dawns on us more day by day. Because we are imbued with that notion, in our routine contacts with men in the residential areas, we have been trying gradually to stimulate genuine intellectual enthusiasm and to awaken in the boys an honest and real desire for intellectual camaraderie with one another.

Such a process is gradual, and the awakening of intellectual enthusiasm or academic consciousness is slow. Sometimes it is almost imperceptible, but it does move along. One of the natural growths which have come out of that kind of thing, is the tutorial set-up which I am about to outline for you tonight.

At the second semester of last year, we instituted in the dormitories an experimental, provisional tutorial set-up. That it was somewhat successful I think is bespoken by the fact that at the end of the semester, ten of the fraternities on the North Campus and one of the fraternities off the campus requested that the system be enlarged and ramified so as to include them.

Today we have a complete unit on the North Campus. All fraternities and all dormitories are included. The two fraternities which were not in the system in September are now in it.

The mechanical set-up: When we worked on the beginnings of this plan, we did not choose any particular school to model ourselves on. There is a tutorial plan at Harvard, one at Yale, and there are some at other schools. Our purpose was rather to find some system we could adapt to our needs here, a system peculiarly adaptable to Northwestern.

At present we have sixteen tutors, all of whom are graduates or instructors. Fifteen of them represent the College of Liberal Arts, and one represents the Commerce School. These men have been chosen with two qualifications in mind. In the first place, their academic respectability has been vouched for by their own respective departments and the dean of the graduate school. In the second place, we have men who are respectable not only academically, but socially—men whom the undergraduates could call "good gents."

I think we have been successful in that. These tutors are given their remuneration in board and room at present. Most of them are being roomed in the dormitories and boarded in the fraternities. They are asked to be available eight hours a week as a minimum. They are available for consultation or teaching as the student may need particular help of one sort or another.

These men must know the undergraduates. We found that problem at once. To expedite that, we instituted a rotation plan. Each tutor eats in a fraternity for three weeks and then moves on to another fraternity. At the end of the semester we shall have covered the whole campus. Every tutor will have eaten in every fraternity house for three weeks.

When a boy wants tutoring on a certain subject he goes to a certain house. For French he goes to Sigma Alpha Epsilon House; for Mathematics he goes to Hinman House; for tutoring in English, he goes to Sigma Chi House, and so on. There is an inter-play between fraternities and dormitories. That is how the mechanics of the system work.

The whole thing is entirely optional. Students may go if they wish to go.

I want to tell you just a bit about the aims that we have in mind as we work on this plan. In the first place, we have aimed to be constructive and not destructive. We wish to assist and not to be of any hindrance either to the faculty or to the students. We have made that perfectly clear to the students themselves, and have tried to make it clear to the faculty.

When a boy comes in for tutoring who is obviously unprepared, he does not get any assistance. We assume he has enough interest at least to make an attempt.

In the second place, our purpose is to supplement and not supplant the work of the class-room. There is much, of course, that we can do there, and I think our work would group itself under two headings. In the first place there are many students who are having difficulty with a certain course that may be due to several reasons.

Suppose that a boy is taking English. He may have a blind spot. Perhaps he had no proper background in high school. It is a situation the teacher does not recognize or is not able to do much about because he does not have the time. He can be helped by a tutor.

Then there is the case of the bright students who are interested in the



subjects, but feel embarrassed about talking to the professor out of class for fear the words "apple polishing" will be applied to them. The really interested student will stifle a desire to know something more about what has been brought up because he is embarrassed at going up to talk it over with the professor.

An instructor or tutor is not expected to be omniscient, but he can tell the student where to get the material. In those two ways we can very definitely supplement the work in the class-room.

In the third place, and this is a problem in Northwestern, we want to act as a sort of liaison between the students and faculty. It is difficult in a large school to build up a really warm, functional relationship between students and faculty. When I was an undergraduate, for example, we used to have student-faculty lunches which did not prove to be very successful, largely because the same faculty and the same students came.

The tutors are looked on by the students as having a double role. In a sense of the word they are still students, so they can act as middlemen in a very real way.

In the next place, it is our hope too that this tutorial set-up can build up fine friendships here on the North Campus between men of different organizations. As Mr. Ott hinted, there has been difficulty always between dormitory and fraternity men. Sometimes in the past, fraternity men have been sitting on Mount Olympus surveying the university, and dormitory men had a distinct grudge against fraternity men. There was something of a gap between them. We are hoping to break this down.

Fraternity men are becoming acquainted with other houses. This regular and natural contact with other organizations builds up friendships in a very real way. It is not so formal as having your next-door neighbor in to tea on Sunday afternoon.

In the fifth place, and this, of course, looms very large on our horizon, we hope to stimulate genuine intellectual interest. It is one of Dean Armstrong's fondest hopes. I think that it can be done in a very real way by the mere presence of men who are older and have crystallized intellectual interest—the presence of men who do not obtrude their learning, but let it speak for itself.

You may be interested in some of the things we have found out. In the first place, we have found more and more how important the personal side is. A man may be an excellent academician, and he may be a teacher, but his success hinges on his personality. Students will not go to a man whom they do not know, or of whom they are afraid. You would be surprised how timid undergraduates are, and boys are worse than girls in that respect.

It is extremely important that the men be of the type that is definitely acceptable to undergraduates, and we have been very fortunate in having a personnel that answers that need.

In the second place there exists in the Middle West a very queer notion; it is that tutoring is very definitely associated with flunking. I am sure it is not true in the East or in Europe. We have been trying to dissipate that idea. One man said to me, "Kuebler, your system is grand, but thank Heaven I have not had to use a tutor yet!" That notion is slowly breaking up, but it is here and it is a problem.

Further, students have been reluctant in some places to go to another house for tutoring. Dormitory men are especially reluctant to go to a fraternity for tutoring, feeling they will be "*persona non grata*," but that is something, too, that will die slowly. Those things are not undone over night.

The general tone in fraternities has improved since the advent of the tutor. One fraternity president said that the table conversation had changed remarkably since the first of the year. He said he could hardly believe it. One tutor, Mr. Mendoza, wants to go to Mexico. They talked in one house about Mexico all the time. He has moved on to another now, and they miss him very much because he has gone on. That is only one example. Of course we are very glad for that feeling.

Further, we are very interested, and a little flattered because the other day when we had a tutors' meeting at which some undergraduates were present, we had a sort of bull session. Those undergraduates went back to their houses and started a movement to have formal discussions every week—discussions which would revolve around the talk of some specialist in some field. These are to be sessions in which all the fraternities participate. That is, of course, a very fine thing.

I alluded there to something indirectly which I do not want to neglect to mention. We have appealed to the Interfraternity and Interdormitory Councils to appoint a committee of undergraduates to work with us. That committee we have found very helpful. They attend every other meeting we have. We have a tutors' dinner every second meeting, and these undergraduates are present and help in a very real way in the problems that present themselves to the tutorial system.

In the sixth place, we have found too, as we expected, that students are very willing to discuss with tutors certain things about their work which they are not willing to discuss with their regular instructors. It is again a matter of embarrassment. Oftentimes a boy has an emotional problem which he is reluctant to disclose, but consciously or unconsciously he does disclose it to the tutor. The tutor can report it to the instructor, and something can be done to help the boy.

I feel the system has been really successful, and I say that not only because of us who are working in it, but on the strength of the comments which we get from the undergraduates. Of course this is the first year. We have worked earnestly and quietly. We have made no elaborate promises. We have told no houses that their men would all pass if they tutored. We have made it very clear that much depends on them. But we have worked out a quiet, reasonable system. It has been our hope all along that it would be so flexible that it would admit of changing if necessary.

In other words, we have tried to subordinate the system to ourselves and not ourselves to the system. We are glad it has worked so well, but we are working very earnestly to establish a reasonable and sane system. We think we have accomplished two things: We have helped students who have genuine difficulties with one course or another; and we think we have done something to carry the torch aloft for genuine intellectual enthusiasm, which is, after all, the reason the university exists. Thank you very much.

**President Lobdell:** We feel greatly indebted to both these speakers they have given us considerable insight into just how Dean Armstrong can enjoy an unconcerned existence.

Now, if we were meeting by ourselves as an Association, it would merely be necessary to say, "Stanley Coulter. Here he is." Then I could sit down. But since we have as guests this evening these good people of Northwestern gathered around this table, it is really necessary that Dean Coulter be properly introduced.

If you are making up a program for the Deans of Men, you may write to the members and ask for suggestions. If you do, you can count upon it that half, at least, will write back and say, "We want to hear Stanley Coulter on anything."

In order that he may be properly introduced to you this evening, I shall assign that task, with his consent, to Dean Fisher, of Purdue, in the hope that thereby we may extract some local color about Dean Coulter.

**Fisher, Purdue:** Mr. Chairman, Ladies and Gentlemen: I am embarrassed by my assignment, not because of him whom I am to introduce, but because of my inability to do the job well.

At Purdue we do not think of Dr. Coulter as Dean Emeritus, he is still Dean Coulter to us.

Forty years ago next September I placed myself under Dr. Coulter's instruction in his classes. I have had the benefit of his instruction and advice ever since. With us, when Dean Coulter was instructor in the university, students did not feel they had finished their education until they had had one course at least in his classes.

Dr. Coulter was an inspiring teacher. Very few students ever flunked in his courses, not because his standard was low, but because of the inspiration which they received to do their best. Those of you who have taught in classes know that when a student does his best he is not likely to fail. That is the reason why very few students ever got a non-passing mark in Dean Coulter's classes.

Dean Coulter was always a pioneer in the work of the policies of the university. He came to the institution when it was rather young and policies were not very well established, and through a great many years in connection with the institution, he assisted very much in building up policies which we still carry out, and which we believe to be sound.

The older members of this organization know that he was a pioneer in the work of deans of men, among the very earliest of those who participated in the founding of this organization. I think he has not missed a single session of the organization since it was founded. He is with us tonight to give us further counsel out of his experience, and I am sure that you shall be greatly benefited by hearing him speak.

I say it truthfully, when I say that I have great pleasure in presenting Dean Coulter to this group.

**Coulter:** Mr. President, President Scott, Deans and Deanlets: I did not know really what a remarkable man I was until I heard this. One of the advantages of being introduced is that you really begin to feel that you are somewhat of a man after all.

This solemn and august assembly which I am addressing reminds me of a little old play. Perhaps none of you are old enough to remember.

It was called "Henrietta." There was a character named Bertie who was about as useless as the rich of that day were supposed to be. One of his young lady friends said to him, "What do you and your friends do to spend the time?" "Oh," he said, "we sleep until ten o'clock and then we go around to the Lambs' Club and we sit in the windows and look out at the girls and smile and think we are hells of fellows, but we are not."

I am inclined to think the deans regard themselves in that light—but we are not.

I have always found it extremely wise after many years of experience to take the advice of my wife. Just before I left she said, "Remember what Ambrose Bierce wrote to the young lady." The young lady was very anxious to have Ambrose Bierce's opinion of a book she had written. She did not want to take up much of that man's valuable time. She said to him, "Dr. Bierce, will you tell me in just one sentence your opinion of my book?" And Dr. Bierce replied, "My dear madam, the covers are too far apart."

Living with that stimulating woman, it is not very hard for me to understand what she meant, but I must take my introduction before I enter upon the main topic of my discourse by answering some questions.

I have been asked by five or six people some five or six questions. And in order to protect myself tomorrow, and save time, I will answer the questions.

One question: What does a dean do after he quits being a dean? He does a whole lot more than he ever did when he was a dean. After he has been laid upon a shelf and wrapped in tissue paper and dignified by the title of Emeritus (pronounce it as you please) he thinks he is going to have nothing to do. He makes a very grave and serious mistake, because he will find that he does more than he ever did on the campus.

I think he accomplishes more when he is out. He will find that the education which he thought was fairly well completed has scarcely begun and that he is learning a good many things. Now I am simply telling you what your life is going to be after a while, and I have to use certain terms in order to express what I am going, because it is just a replica of what you will do when you get out.

It so happens that at present I have sundry and divers occupations. Sometimes I think they are important, and sometimes I think they are silly, but in the main they are of such a kind that I can go home in the evening and sit and grin at myself.

At the present time I happen to be Chairman of a Regional Labor Committee that is supposed to settle disputes between labor and capital. The way I got on that committee I cannot tell. Some of your economists got out in the cemetery and lifted me from my grave.

There were five labor men appointed by labor unions and five industrialists appointed by the chambers of commerce—in our city, very great men. Then they had to find someone to lead the work, someone to be chairman. They looked over the state and did not find anybody there. So they finally picked on me. I have been covering the territory of complaints—covering Indiana and part of Ohio and Kentucky and Wisconsin—some 223 cases where industry was crowding labor, crushing it to the dust,

or where labor was trying to take the rights of industry right out of its hands.

It has been very illuminating and educational. Let me tell you this in all seriousness, when you get into labor trouble, put the complaint on one side and the people complained against on the other, and tell them to talk it out. Sit by and watch. Sometimes you have to tone down their words. For instance, some workman will call the employer a liar with several adjectives before it. If you say to him, "Tell him that he is not well acquainted with the truth and it will mean the same thing and perhaps be less irritating," you can do much with them. We have had something like 227 cases tried, and 77 of them have been settled by just having the people talking across the table.

That is just an incident to show you that in the course of my life some things have stuck to me. They just soak in through your hide, and that is the kind of knowledge that is worthwhile.

Then there has been established a State Advisory Council on Public Health. And again my store of years of experience was brought into play. We have a Tuberculosis Association, and since I had nothing else to do I had to work there. They have Community Chest, and the hardest working committee is the Budget Committee which meets regularly to allocate the funds between the agencies, and I happen to be on that. And then there is the Board of Trustees of a denominational college where we meet frequently to see how we can pay salaries out of a deficit. Whenever a metropolitan institution can learn to run its faculty out of a deficit, then it will get along very nicely. That is what we have been doing.

I am on the World Peace Committee. I am a little afraid to say that for fear somebody will throw a rock at me. And then I am an elder of a Presbyterian Church and teach a Bible class. That is just a part of it.

So you can see that you are not going into a flowery bed of ease, or anything of that kind when you retire; because when you get out you will find that the outside world is infinitely larger than a university campus and its problems that confront you as a trained man are going to challenge every bit of manhood and chivalry and courage that you have and kindle a sort of fire to live in this hectic age in such a way that you will count and the training back of you will count.

That is just answering the questions before they come. I have told all of you what I have been doing. I am very much ashamed of it. No sane man ought to undertake such a list of things. I do not think I have added to the gaiety of nations or to their wisdom, but I have learned a whole lot.

Now then, I think it was a graceful act on the part of President Lobdell and Secretary Gardner to permit me to speak on this occasion. I even suggested that there was some little challenge, an endurance contest in which my vocal powers should enter into contest with your receptive powers to see which would wear out first, for at all these meetings of the Conference of Deans, with the exception of one which was so remote that my short purse would not allow me to attend, I have been glad to inflict myself upon you. I am a little more pleased when I realize that after a sufficient number of years have overtaken one, ideas are apt to take a definite form, and measures of values are apt to be so fixed that they

are likely to affect talks made in successive years so that they are largely matters of repetition.

And yet you cannot help, as you think back, looking from the summit of the years over the long years that you have been in the work, that there are some points infinitely worthwhile. Thinking of this, as I am, realizing what I am going to say tonight and what I said last year and the years before that, I have a very much greater admiration for the courtesy of the President and Secretary who are permitting me to speak, and I also have much more admiration for the courage and endurance, both individually and collective, of this group; because anybody that can stand me for fourteen years has a resistant power that might make them utterly fearless as a teacher.

Any of you who have been on summer campuses in the neighborhood of mountains and have attempted to climb those mountains have been impressed doubtless with the way in which a familiar landscape changes its appearance as you break out into successive points of view. You see the landscape at a certain angle and height and certain features stand out as determining physiognomy. A little farther up, you see how it has changed—how even those objects that seemed to dominate have sunk into insignificance, and other features have come out as the important ones. One of the sheer satisfactions of exercise of that kind is the constantly changing appearance of a familiar scene. You begin to wonder whether you will ever live long enough to know all the possibilities of beauty that lie in that landscape.

And so it is with the work of the deans of men. You have the viewpoints of the eager young dean who has just arrived at deanliness—keen and alive, anxious to put his theories into effect, sure that he has devised certain methods and cards and files and other mechanisms by which he is going to reform all the academic world into his own desire.

I have seen scores of deans of that kind, and I have been one of them myself, and I imagine that every dean goes through that time. He sees the same things that nobody else has seen; he knows just where he can take told of that problem with new devices and mechanisms by which he will reach the goal without any danger of failure. And so he looks into the future that is full of promise, that is full of success and full of the intimate friendships with students and the respect of his superiors. It is a wonderful landscape.

He goes on. And by and by he finds that the academic landscape is rather flat, and that it has very many exacting features and problems which are the same or so extremely similar that he can scarcely separate them. They occur with constant and irritating rhythm. He sees that it is just the same thing day after day. And then finally, after he has had some success with a certain set of students, in comes a new crowd, and he does the same thing with the same problems year after year.

And so he goes on. Some of them stick to their mechanisms with a sort of blind ideal that through a mechanism they can change human nature, that with mechanical systems of cards and files and reports they can change the mental attitude and moral attitude of the student body. It is a sort of harmless attitude to have—just to work along with that. It saves your self-respect.

Then there does come a time after those long, wearisome years, those years in the midst of successes and disappointments, those years in which you have seen scores of young men go into a splendid life and in which you have seen scores of fine, able young men go absolutely to disgrace because in some way some force did not get hold of them, some mechanism did not click in their case, some card did not quite turn the trick to save them from their own failures, when you come to retirement.

You begin to look back over the years in which you have been working, and it is amazing how that university landscape changes. It is amazing how tremendously insignificant some of the things that seemed to you of tremendous importance become when you look back. You see opportunities looming up there in the past whereby you might have revolutionized matters, things you missed, perhaps, because you did not see them. You can see case after case of that kind where you did not realize the situation and you did not realize the power that lay just before you if you had utilized it wisely. This is not an exhortation, it is a confession. That is the way I feel when I look back upon things. If I had seen the opportunities during the years in which I attempted the routine of a dean's work as clearly and as definitely as I see them tonight, I think my work as a dean would have been infinitely more effective, and I think that my influence upon the lives of the students would have been infinitely better.

I think there could be no question of that in every one of our cases, but, gentlemen, we want to get the right view. We do not want to be carried away with the blind, unreasoning, wild enthusiasm of the earlier days. We cannot stand the tremendous pace we set ourselves. We do not want to get into drier monotony, but we want to see, in some sort of fashion, our problem definitely and cleanly.

I think if I had my "deanial" years to live over again, I would be infinitely more concerned in trying to discover what I could stimulate that was fine and courageous and manly and clean in the student body than to find how many things I could keep them from doing or how many rules I could punish them for breaking. I think that I would remember that the student when he is put under the hands of a dean is not an educational guinea pig, is not something to be experimented upon. He is a human soul that you and I have to deal with, and I think sometimes that we have lost ourselves in our devices.

I am going to embarrass all of you tonight, because I know you will begin to feel self-conscious. I am going to try to say what seem to be the chief characteristics, the highest characteristics of a dean of men, and I know that every one of you will feel that I am taking these characteristics from you. So try to hide your embarrassment.

I should say, in the first place, after studying students and studying deans, that I am in a mood to say again as I did once to the faculty. The faculty was very good to me. The more I worked with them, the better I liked the students, and I might say now, that the more I know about deans, the more I like students, because you can do something with a student, and you cannot do anything with a dean. You can give a new viewpoint to a student. When I heard that discussion this afternoon I thought it was utterly impossible to give a new viewpoint to a dean.

I think I could report almost verbatim some of the arguments used in

the discussion. As Turner showed us, we have been discussing the same thing year after year. Human nature is very much the same.

Take this dean I am very fond of. After all, the first characteristic a dean of men ought to have is poise. Just what do I mean by that? He ought to be always and eternally on his feet. He ought to be incapable of being stampeded by any statement which a student might make on certain derelictions on his part, very many of which are made with the purpose of startling the dean. If the dean is startled, he is gone. As far as that situation is concerned, I think in my own case a student could come in and tell me he had shot the president and whipped the dean of his school and I would not bat an eye. I do not think I would. I would have the student think that I regarded that as perfectly natural.

You know, that kind of poise that keeps you from being swept off your feet in a moment of temporary excitement will go along way toward giving you tremendous control over the problems that confront you, and more than that, control over the student body.

If I were going to tell these younger deans, some of whom are eager to win their spurs, the best thing to attempt to develop, if it is not already naturally developed, is this fine poise which characterizes the leader in almost any field of action. Take, for example, a great general in a critical battle. He is not running about issuing orders here and orders there. He is studying the situation and going on with the battle. The enemy does not know he is afraid, does not know that he is feeling defeat. His own men do not know it, because he has that fine poise which is one of the prime characteristics of leadership of man over men.

I think there is another thing that this dean of men must have, and that is something so many of us do not have. He must have fine perception, a sort of interpretative perception, not only of actions, but of personalities. He must have, in the first place, interpretative perception of actions. It is not what a dean of men can see that ought to concern him; it is what he can afford not to see. Heaven knows that any dean of men can see enough to make him gray-headed in a week, but how many of those can he afford not to see?

That ability to select definitely and to select wisely those things that he can afford not to see is a hallmark, the hallmark of a dean. There are certain actions in a student body, especially in a student body of men, which are tremendously annoying and sometimes irritating. They are more than annoying, because they do not tell us anything about the young men's characters. They are actions that have no particular influence upon their future. They are just the sheer joy of youth, the sheer joy of being young, the same sort of feeling that is evident when you pass a country school just at the hour of dismissal when the whole flock of students comes out yelling like wild things.

Students are just like those children. Things of that kind mark youth. They mark enthusiasm; they mark excitement; they mark intense feeling of almost any kind. It is the sort of delirium you see at the end of football or basketball games, though with a lesser cause.

Yet there are those who take occasions like that and seek to deal with them as things upon which the university would founder. There are multitudes of things which are of no significance in the future life of the



boys or the moral character or intellectual development of the young man.

There is another side to that. There are certain offenses which may not attract any particular attention as to the general malice of it, but which are absolutely symptomatic of a diseased or rotten character which has no place upon the campus.

It would sometimes seem that the great things are neglected and little things are emphasized, and yet the wise dean is a man who has that ability to separate the ebullient from the symptomatic, the effervescence of youth from the indication of a foul and diseased character.

How can we handle men? Men are not alike. It would be an awfully stupid world. It is stupid as it is at present. But young men are not alike. We grow into a monotony. We grow into a monotonous and drab life and a drab way of doing things. Youth is not so monotonous. Personality is more distinct. It has not been moulded into form, as we are apt to express it. The cubs have not been licked into shape yet, and it is just at that time that the expert dean realizes differences in personality. To this man it is the word of authority; to this man it is the word of direction; to this man there is no word of sarcasm, nothing of irony, but a sort of placing the young man in his place.

I can recall a case where a young man came from quite a large city. He was one of those young men who knew he was from a large city. He knew he was of a wealthy family. He knew the world and was going to show those yokels something. He proceeded to do it. He proceeded, as they usually do in such cases, to fail in his classes, to get into difficulty with the discipline committee or the committee on student conduct, or whatever the annoying thing was called, and finally the case grew rather hopeless and he was referred to me.

I had studied the case a little bit, and when he came in I said that I had called him in to tell him how sorry I was that he had demonstrated that he was not swift enough to keep up the pace of the university. It did not make any difference whether we looked at it from the standpoint of scholarship or conduct, he just was not of the same quality as the other students. He was not in their class and he had to go home.

I did not give him his dismissal right then. The next day he was in my office, not exactly in sack cloth and ashes, but in a situation of self-realization that he had never had before, and he wanted to know if I would give him until the end of the semester to prove himself. I said I would but that I doubted whether he had it in him. I said, "I doubt whether you are swift enough for the generation of which you are a member. You haven't kept up."

There is not one man in a thousand you could handle that way, but that man seemed to me to need that treatment, and getting that treatment, he did make good and made an honor student of himself. He has told me since that time (it happened nearly twenty years ago) that just at that particular time he was not swift enough for his class. It saved him.

That is what I am trying to indicate, that you have to make these fine distinctions in personality and you cannot make those by rules. You cannot take them out of the file and say, "This case fits this groove," in dealing with human beings.

I have been a dean of men for so long, I think I am yet. I dream

I have a group of students on the other side of the desk wanting to do something they ought not to do, and I am trying to get them out of it without their knowing. It is worthwhile to do these things.

Another thing that the dean of men must have is this: He must be a friendly man. I do not mean apparent friendliness, not the smirking, smiling friendliness which the student instinctively mistrusts, but the genuine friendliness, so that the student feels, "There is a man I can go to. He is 'real stuff.' He is friendly. He knows what a man or boy thinks. I can go to him."

Now, I should say, having viewed the physiognomy of this group all day, that some of you would do very well as deans if you would develop a friendly expression. I always remember the rather caustic remark of Mrs. Alice Roosevelt Longworth when she spoke of the late President Calvin Coolidge. She said that he looked as if he had been raised on a dill pickle.

As I look around this group, I see some that look like that, and as if they had been raised on pretty sour and pretty salty dill pickles. I am not saying you have been made that way, but you ought to cultivate another expression.

The dean must not only be a tremendously friendly man, but he must be a man of fairness. That is one of the hardest things to be. We are apt to take our own feelings and let them determine our decision in some cases. We find it difficult to see the young man's point of view. We are rather trying to rebuild him, or build him into our way or whatever he ought to be. We must be fair.

I think I have found in the cases I have dealt with in the years in which I was dean that where there was a difference of opinion between myself and a group of students, the chances were about fifty-fifty that the students were right and that I was wrong, and that when I saw the students' attitude and when I realized the ideas that lay back of that attitude of mind, I began to see they were just as right as I.

If students feel that when they consult with deans, the deans are ready to accept the students' views if they can be convinced of their truth, and that the deans are absolutely fair, men whom the students speak of as "square shooters" or "real guys" or whatever their temporary characterization of a high grade man may be, the deans can do anything with the students.

There is not anything easier to handle than a group of students if you are friendly and fair and do not try to impose rules upon them. A dean of men can do a whole lot with students, but he can do very little for them or to them, because they are men. As I said in the first place, I think that if I were doing it over, I would devote a great deal more time in my duties as dean of men to developing the idea in the student of the fact that he is responsible for his own life, that there are certain things that could not be given him, certain things that could not come to him through inheritance, certain things that no education in whatever university he might be, however well it is equipped, however richly endowed, however filled with learned and skilled teachers, could give him.

No one could give him an education. He would have to win that. Nobody, and no thing could give him character. He would have to earn that. And so those supreme things that make life and constitute the man

are really the products of the student's own life, of his own activities. Instead of trying to drive that idea in season and out of season into the thinking of the student and the groups of students, I have spent, and some of you have spent, hours of time in finding fault with them because they were absent from classes too many hours or because their grades were below average.

Instead of trying to stimulate them I have been trying to correct them for the mistakes they have made. I have a point there. It is muddy, but you can clarify it because you are young, and I have not any doubt that, like all youth, you know a great deal more than you will a little later in life. Indeed, that is one of the advantages of youth.

I have looked at the work of universities during the years of this organization, and I can say this, I think, with confidence, that in the years the results that have been achieved through this organization have been little short of marvelous but we still have a long way to go. Whether or not we can reach our goal in any reasonable time is not the question. The question is whether the goal is worth striving for, and if it is worth striving for, is it big enough to call out from us our best effort and our most loyal effort?

I am inclined to think it is, and I am inclined to think that every dean feels that is true. From this first little initial meeting which I attended, the six of us, I think that gathered together in Dean Clark's office where I made my maiden speech before the deans of men, there started a new conception in the handling of students. Because of its application under all conditions it spread rapidly and made this great and really influential organization. And this new conception was that the student was a human being and that the members of the faculty were human beings and that one was just as apt to be a fool as the other.

When they got the idea in their minds they began to handle things properly, because it was not an infallible human being directing a purely fallible being, but it was one life trying to impinge on another life in such a way that both would be enriched. That is what the dean is—abundant life out of which he can pour increasing streams of inspiration and uplift.

But the deans began to realize at that time what they are realizing more and more, that they need also to have their lives enriched with an enrichment that can come only from youth. It can only come from youth, and those of us who have been able to see with the eyes of the young, those of us who have been able to think in a sort of fashion their thoughts, after we have been able in some way to direct them along lines which have led to lives which were infinitely worthwhile, have justified all the expense that has been put on all the institutions of learning.

If I were forgetting my wife's injunction not to let the covers of the book be too far apart, if I were to put my thoughts into a series of sentences, I would put it nearly in the language of Oxenham. I think as I looked at the student body and looked at my problem with the student body, I would have as my chief objective something such as he presents in a poem like this:

"To every man there openeth  
A way, and ways, and a way.

"And the high souls climb the highway  
While the low souls grope the low.

"And in between in the misty flats,  
The rest drift to and fro.

"But to every man there openeth  
A high way and a low.

"And every man decideth  
The way his soul shall go."

It would be that idea, in season and out of season, iterating and reiterating, that I would try to get into the hearts of the men with whom I was dealing.

I look back at the years and they were joyous years though I have had my disappointments. I have seen men for whom I had set my heart, fail outright, and I have wondered where I have failed. There was one time I was sitting in a hotel room. A man came in who had a very loud voice because he did not hear at all well. He was a high school teacher. And he said, "Another of your boys is in the penitentiary." And I said, "Who is he?"

I felt small, but I felt infinitely smaller afterwards for I had had that boy in my high school for four years, in his most impressionable years. In those four years I had failed to impress upon that lad that he decided the way his soul was to go.

Men, we have missed our chance very largely. We do not want to make a mistake. Do not let the trees and the flowers hide the glory of the garden. We do not want to take time for trivialities and flee the weightier matters. We want to see that into our hands has been largely committed the promise of the future. They are the future. Their outlook upon life, their attitude toward duty, their sense of obligation, all the fine things which make for a fine civilization, lie in them, and what they take from our universities they take largely from you.

It is a task that is so big it is almost divine. And yet we want to remember that our human nature which we use as an alibi so frequently when we say, "We are just human after all" is a challenge. You and I have been made little lower than the angels, and all things have been put into our hands. We have been given dominion over all things that the Master has made, and we have been crowned with glory and honor. That is human, and this job that we have is of that divine-human sort that is of infinite importance to the years that are to come.

The task is important; the task is great; it is urgent; it is immediate.

Are you and I sensitive enough for the job? Are you and I big enough for the job? Shall the deans of men be those who constantly are stimulating young men everywhere in all these universities in spite of toil, in spite of the effort, to persist in climbing the high way?

...The meeting adjourned at ten-thirty o'clock...

## FRIDAY MORNING SESSION

March 30, 1934

The meeting convened at nine-thirty o'clock, President Lobdell presiding.

**President Lobdell:** Dean Goodnight having arrived, we will call the meeting to order, and the business today will proceed without preliminaries.

We will introduce Dean Park, of Ohio State University, and Dr. Shepardson, President of the Association of College Honor Societies, who will have as their subject, "Intercollegiate Honor Societies."

Dr. Shepardson is speaking first.

**Dr. Shepardson:** Mr. Chairman and Gentlemen: I am here this morning in behalf of the Association of College Honor Societies, of which Professor A. D. Moore of the University of Michigan, long active in Tau Beta Pi, engineering honor society, is President, Dr. William Mosley Brown, Omicron Delta Kappa, is Vice-President, and I, representing Phi Beta Kappa, am Secretary.

Upon the council of this organization are members of Sigma Tau, Engineering Society; Phi Kappa Phi, General Honor Society; the Order of the Coif, the Law Honor Society; and Alpha Omega Alpha, the Medical Honor Society.

We come before you with a plea for cooperation in a matter which we believe is of great importance to the young men under your administration.

For over a hundred years, following 1776, there was only one nationally known and nationally recognized college honor society, Phi Beta Kappa. In 1885, Sigma Xi appeared in the field of creative science. The desirability or the need of such a society was sharply questioned at the time, but the fight the sciences were making against the strongly entrenched so-called cultural curriculum, seemed to the proponents of an honor society for science to justify its organization.

A summary statement of what has happened since 1885 in the way of creation of honor and honorary societies shows:

1885-1899	(Fourteen Years)	6 Chapters
1900-1909	(Ten Years)	6 Chapters
1910-1919	(Ten Years)	11 Chapters
1920-1934	(Fourteen Years)	12 Chapters

That summary shows thirty-five widely known Greek letter societies created since 1885. To cover all the small and less extended societies which call themselves "national" and all the professional fraternities developed, many of them with either a sub-title of "honor" or "honorary" with a definite suggestion of distinction either in campus comment or in the mode of election to membership, would take a long time. How these professional and departmental societies have multiplied is indicated in the following groupings:

1870-1900	(Thirty Years)	24 Chapters
1900-1920	(Twenty Years)	35 Chapters
1920-1933	(Thirteen Years)	13 Chapters

to which the number of thirty may be added representing newly organized or nationally expanded societies which have pushed forward for recognition since the 1930 edition of Baird's Manual for College Fraternities was published. The tabulations given are based on that volume. There are therefore 200 Greek letter societies called "honor and "honorary," "professional" or "departmental" or "professional honorary" which seek members from the student body, not counting all the 150 undergraduate fraternities and sororities also bearing Greek names.

The list of varied groups is not complete, but the societies mentioned include those in accounting, advertising, architecture, art, banking, business, chemistry, commerce, debating, dentistry, Germanics, education, engineering of all varieties, English, editorial work, forestry, geology and mining, home economics, journalism, kindergarten, law, literature, medicine (including veterinary), military, music, nursing, oratory, pharmacy, physics, publishing, physical training, general science, social science, and many combinations and sub-divisions of those departments.

To add to the confusion there might be mentioned the Greek letter organizations for boys and girls in Sunday schools, the Greek letter social groups of young men and women in towns and cities, some of them local, but established as regularly chartered chapters of a nationally known collegiate fraternity, and membership in Beta Kappa Chi, membership in which includes the purchasing of a certain brand of clothing for boys and men.

On December 30, 1925, the National Association of College Honor Societies was organized. This was an outcome of a committee report on honorary fraternities made to the Fifteenth Annual Interfraternity Conference after a nation-wide survey. This report recommended action leading to classification, consolidation or elimination, in order that worthy societies might more easily be recognized and their value appreciated.

It also recommended that the representatives of all professional, honorary, and honorary professional fraternities be invited to meet for conferences and that definitions be sought for the words "honor" and "honorary," "professional" and their combinations.

In May, 1925, at the meeting of Sigma Xi, and in September, 1925, at the meeting of Phi Beta Kappa, plans were formulated for a conference of so-called honor societies. This was held in Kansas City on December 30, 1925. Seventeen men, representing 21 societies were present. It seemed quite clear that some of these societies were true honor ones, that others were of uncertain status, and that others needed careful scrutiny because of evident commercial characteristics.

Charter members of the National Association of College Honor Societies—Phi Beta Kappa, Sigma Xi, Tau Beta Pi, Alpha Omega Alpha and the Order of the Coif—through a council of nine members, began a careful study of the many societies which were presented for recognition by the new Association.

After timely effort to bring about a consolidation of two engineering fraternities of practically the same character and purpose, Sigma Tau, an engineering honor society, was admitted to membership. After a wide correspondence of administrative officers of institutions containing chap-

ters who were enthusiastic in their endorsement of it, Eta Kappa became the eighth recognized honor society.

In subsequent long sessions, many other organizations were considered. Some of them seemed clearly eligible and worthy. Some appeared doubtful largely because of uncertainty about their ranking, whether they were honor, honorary or professional. Some bore all the earmarks of rackets for personal profit of an individual.

The need of definitions was plain, and searching for definitions difficult to phrase, the Association has stood pat with its membership of eight, the three-fold characteristics of them being all the more supported after much correspondence and critical observation.

Here are some of the problems: What is an honor society? Does such a designation necessarily relate itself to high schools asking standing? Might other considerations enter into the act of selecting members of an honor society? Is the word "honorary" used quite widely as an equivalent of "honor," carrying also in many instances the suggestion of necessary antecedent scholarship attainment, or is "honorary" a loose term applied to organizations where many and varying things affect the selection of members?

Are professional and departmental fraternities honorary or honor organizations, or do they choose their members primarily because of registration in a professional school or in a department with such qualifying requirements as each may adopt? Are so-called honor and honorary fraternities under suspicion of faculty and students alike as a possible racket for the benefit of some individual or a small group of cooperating individuals?

Where Phi Beta Kappa is a possible reward of recognition of high scholarship is there any real need for separate national Greek letter honor or honorary fraternities in philosophy, history, social science, Greek, Latin, Spanish, romance languages, English, literature, each with its key, each with its demand on time and purse of the student?

Would not one engineering society, covering civil, mechanical, electrical and other ramifications of the field be possible? Would not one educational society be possible, one journalism society? Might not one public speaking fraternity, if needed at all, be adequate for debating, oratory, forensics or other terms used? In other words, is there any way in which consolidation and elimination might be brought about, thus ending needless duplication and reducing the actual number of honor or honorary fraternities to a point where membership in a given organization will be an earned distinction to be eagerly coveted and highly prized?

President Chase called attention to the rapidly growing honorary societies, and urged nation-wide examination of their claims. At Syracuse and in some other colleges, surveys have been made by student bodies. Rackets have been exposed and purposeless and useless organizations have been abandoned. These are moves in the right direction, but the work is just begun. It must be fair and open, and the great barrier in the way is the lack of formation.

The Association of College Honor Societies has come to a realization of its inability because of lack of knowledge on the part of its Executive Council to evaluate fairly and class properly the many organizations

claiming consideration. It turns to the Association of Deans and Advisers of men for help, believing that this body is the only one in a situation to know from actual administrative contact just how the different societies are regarded by those who watch them in actual operation upon a given campus.

If this Association will aid the National Association of College Honor Societies now by securing the cooperation of its members in furnishing for each campus represented a list of organizations of the type under consideration with a word of comment on the administrative judgment in each case, it is believed that a just classification might soon be made which would give general recognition and authoritative evaluation for the benefit of college administrative organizations, students and their parents.

The desirability of such friendly and helpful cooperation in a matter of common interest is all the greater now as the new edition of Baird's Manual of College Fraternities is being prepared for use at the opening of the next college year. This is affording an opportunity for correct interpretation of each organization, but the main thing, of course, is to complete an important task which needs to be done.

It is still possible, through the kindly administration of a Chicago man, for an eager student to secure a charter of either of two clandestine or sub rosa organizations, whose insignia are in attractive leaflets. A Southern man issues a booklet announcing honor societies in many fields, one in a department for men, one for women, and one in the same department of both sections if they care to go together, insignia and paraphernalia being available through him. He stands ready to cooperate with anybody who has an idea of an organization not included in any branch of learning not included in the list.

Not long ago I cut from the columns of a denominational magazine the obituary of a preacher, among whose life distinctions, it was proudly announced, was election to the National Social Science Honorary Society and to the National Geographic Society.

There are professors, no doubt quite sincere, who are wondering why their special departments could not have national honorary societies with appropriate keys. The word "national" means an organization that has more than one chapter.

How shall the flowing streams be dammed? Since last Sunday I have had letters from two newly organized national honorary societies—one in radio engineering and broadcasting, and another, the second of its kind since October first, would afford all the advantages of Phi Beta Kappa to institutions which cannot hope for years to win membership in that exclusive society.

It is a truly hard task to try to evaluate honor and honorary societies. Information in wide areas is needed for just and fair decision. The Deans of Men have such information. The Association of College Honor Societies seeks their cooperation.

**President Lobdell:** Dean Park will present his paper at this time.



## Intercollegiate Honor and Honorary Societies

By DEAN J. A. PARK, Ohio State University

Most of the existing intercollegiate honor and honorary societies were originally founded with a worthy purpose and have been properly conducted since. Such societies will welcome constructive criticism and will cooperate in any movement to raise the standards of the societies generally. Some, however, we are justified in questioning as to their worth and even as to their right to continue to function on our campuses.

We shall not discuss at length the place and value of these organizations. Recognition of ability and achievement is a fundamental desire with most people. Reward through recognition is often more sought after than is monetary reward. Operating on the assumption that all the values of these societies, as they affect the life of the individual member, are positive there yet remains the question as to the social pressure placed upon the student to join them. Is it fair to the individual whose achievement has been in the field of "X" to be forced by that fact to pay a twenty-five dollar initiation fee and five dollars annual dues and ended his financial obligations at that point, having in the second case membership in a society more widely recognized than the first.

A faculty committee on student organizations of a nearby university, recognizing some of the evils inherent in such a situation, took the following action.

"It is recommended that during the coming academic year an agency be created to conduct a further survey of all departmental and honorary organizations for the purpose of studying the appropriate activity of these organizations in relation to the scholastic and other activities of the University and student body, and to determine the extent to which the objectives of the several organizations are reached. Consideration might also be given to a reduction of the number of organizations in any one field and thus diminish the draft on the time of students in activities that interfere with the time that should be devoted to individual study."

There may be, for example, some doubt in the minds of my listeners as to the place of a society for "speech arts" when on the campus in question there already exists a forensic society, but there are in existence on our campuses societies of every possible variety in recognition of every imaginable interest or difference and in such a situation the distinction is not without a difference.

The last edition of Baird's Manual lists eight general honor societies, thirty-three honorary societies in special fields and ninety-six departmental and professional societies including one for "fire insurance" and another for "kindergarten-primary" interests. In addition to these there are a large number of professional groups who do not use greek-letter names such as the various engineering societies. Most of those mentioned are doing a good job, encourage achievement and are economically administered. Some need heroic treatment. There is much duplication with its attendant evils including recruiting campaigns that I venture to say, if your experience has been like mine bring to your desk a dozen letters a year asking you to help in the organization of a new society for the promotion of this or that.

What we are particularly concerned about today, however, is not the number of these societies though there are undoubtedly too many, but with the "taxes" which they pay to their various national organizations. When 80 to 90 per cent of the amount paid in by the initiate goes to national headquarters we may be forgiven if we are curious to know what he gets in return for his expenditure. If you have investigated this on your own campus you have discovered that in some cases he gets a "Certificate of Membership," in some others a badge or pin, occasionally a subscription to a publication, sometimes the privilege of paying extra for one or all of these and once in a while nothing more than a receipt for his money.

One of the unfortunate circumstances in this situation is the fact that the initiate has no voice in indicating the amount of money he thinks he can pay or the scale on which he feels he can maintain his membership. After his initiation, human nature being as it is, he is apt to feel that those following him should be treated in the same manner. Then, too, the national offices are usually at a distance, the governing board is a rather nebulous aggregation to the undergraduate and he accepts the situation rather than raise his voice in protest.

It is the purpose of this paper to propose action rather than to establish an argument. We have avoided the circulation of questionnaires in the belief that the facts we wish to discuss are well enough known to the members of this Association to make such an inquiry unnecessary. To indicate to some extent the amount of money involved I should like to call your attention to the following figures taken from three midwest institutions. These figures under, rather than overstate the case since certain of the older societies which are completely controlled by faculty members, though they elect students to membership, are excluded.

Institution	Number of Societies	To National Organization—Fees, Dues, Insignia, etc.
"A"	13	\$ 2,167
"B"	44	10,228
"C"	19	1,940

I am submitting also a tabulation in detail of the situation on a particular campus. This indicates the distribution of fees and the returns expected.

To put the amount leaving the average campus at \$500 is a conservative estimate. If this is true then the 558 accredited colleges of the United States are contributing \$279,000 for this purpose annually.

I do not have Dr. Shepardson's paper before me as I write, but doubtless he has given you some examples of the way in which men in various parts of the country have founded intercollegiate societies nominally to advance some worthy cause, but incidentally to line their own pockets and to provide expense-free trips about the country at their own convenience for "installations" and "inspections." It is difficult to believe that some of the "life subscriptions," for example, are actuarially sound. They may continue as long as new members keep increasing at the usual rate, but should this source fall off the whole scheme would probably topple.

This topic was discussed a year ago at a meeting of college presidents

of mid-western universities held here in Chicago. There was a distinct feeling that too much money was leaving the various campuses represented in proportion to the benefits received, and some investigation has been carried on as a result. This is a situation which should concern more directly the dean of men than the president, who after all will usually turn to his dean for information and later for action.

Ordinarily the dean is not in a position to know in much detail the history, the resources, the personnel, and the financial set-up of the national organization any more than the officer in charge of admissions to the institution knows from personal knowledge the quality of every other college from which he accepts students. The latter relies upon an accrediting agency, why should not the former?

You have just listened to a presentation of the work of the Association of College Honor Societies and I think you will agree with me that this organization is well equipped to render a valuable service to the American colleges by being recognized as an impartial valuing agency in the field of the honor and honorary societies; accordingly I wish to offer the following resolution:

Resolved, That the Association of Deans and Advisers of Men heartily endorses the work of the Association of College Honor Societies in attempting to evaluate and classify the so-called honor and honorary societies in American collegiate institutions; and further, that, through the cooperation of its individual members, it will assist in this important undertaking by furnishing to the officers of the Association of College Honor Societies a list of organizations in the several institutions which claim to be honor, honorary or professional-honorary; and such information regarding such organizations as may be available.

**HONORARY ORGANIZATIONS**  
**The Ohio State University**  
**Columbus, Ohio**

Name	Initia- tion Fee	To Nat'l Organ- ization	From NATIONAL ORGANIZATION	An- nual Dues	In- signia Re- quired	Cost of In- signia	REMARKS
"A"	\$ 2.00	\$ .50	Newsletter and literature	\$1.50	No	\$	Initiation Fee includes certificate of membership, 50c, and first quarter dues, 50c
"B"	5.00	5.00	Certificate for Senior; Supplies	6.00	No		Insignia pins, 75c-\$15.00
"C"	5.00	None			No		
"D"	20.00	15.00	Key and shingle for each initiate		Out of Fee		Amount sent to National. Fee, \$10.00; Key, \$5.00
"E"	19.50	19.50	4-year subscription to magazine, \$7.00 expense for delegate to National Convention, \$6.00 General Expense Forms	3.00 per quarter	No	4.50	Additional
"F"	1.50	1.50	Membership Certificate		No	5.00	
"G"	25.00	5.00	Membership Certificate	3.00	Yes	12.50	Included in initiation fee
"H"	15.00	10.00	Subscription to quarterly, Pln, Part of Convention Expense, Mimeograph matter	1.00	Yes	3.50	Local fees pay for initiation expenses
"I"	10.00	1.00	Key	.50	Yes	5.50	Included in \$10.00 initiation fee also includes dues for one year, and a banquet fee
"J"	10.00	7.50	Expenses paid for delegate to National Convention	5.00	No	4.00	\$2.50 of annual dues go to National
"K"					No		No expenses

## SECRETARIAL NOTES

Name	Initia- tion Fee	To Nat'l Organ- ization	NATIONAL ORGANIZATION From	An- nual Dues	In- signia Re- quired	Cost of In- signia	REMARKS
"L"	\$	\$	Certificate of membership — Cost, \$1.00		No	\$ 5.50	No expenses except for key, cer- tificate and banquet—all optional
"M"	8.00	3.00	Shingle for each man	3.00 Dues	Yes	8.00	Movement to cut initiation fee
"N"	7.50	5.00	Membership certificate		No	1.45	
"O"	15.00	2.00			No	4.50	Pin
"P"	17.50	12.50	National paper, National directory, Pin	1.00	No	8.50	Key
"Q"	14.50	9.80	Certificate and subscription	2.50		7.00	Included in initiation fee
"R"	30.00	18.25	Pin, Song Book, and Shingle	3.50	No	3.50	Insignia included in initiation fee
"S"	9.00	5.00	Subscription to National magazine	2.00	No		
"T"	7.00	4.00	Shingle for initiate	3.00	No	7.50	Chapter dues, \$5.00 per year
"U"	5.00				Yes	K-4.50 P-5.00	Initiation fee includes price of banquet
"V"	2.50	1.00	Certificate of Member	.50	No	4.00	
"W"	15.00	2.25	Monthly magazine	2.50 3.50	Yes	-6.50 S-1.50 P-4.75	
"X"	14.00	6.00		9.00	No		

DEANS AND ADVISERS OF MEN

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Name	Initia- tion Fee	To Nat'l Organ- ization	From NATIONAL ORGANIZATION	An- nual Dues	In- signia Re- quired	Cost of In- signia	REMARKS
"Y"	\$35.00	\$27.50	Life subscription to magazine Insignia Certificate of membership	\$	Yes	\$ 2.50	Included in initiation fee
"Z"	12.00	11.00	Pin and sorority magazine		Yes		Included in initiation fee
"AA"	25.00	14.00	Plaques and keys, Association Fellowship Awards	10.00	Yes		Included in initiation fee
"BB"	15.00	5.00	Membership certificate	1.50	No		Key \$10.00 additional
"CC"				1.50			
"DD"	1.00			1.00	No		
"EE"			Pays for bills and announcements	.50	No		
"FF"			Receive membership and insignia for \$2.00	.25	No		Generally do not affiliate with National
"GG"				.50 2.00			Local association membership due Local membership dues
"HH"	.50		Identification cards, slides for lec- tures, first year's dues	1.00	No	1.00	Each society pays dues not based on number of initiates
"II"	.25	.25	Yearly membership card	.75	No		
"JJ"							Not active
"KK"		2.00 per year				3.50	

## SECRETARIAL NOTES

Name	Initia- tion Fee	To Nat'l Organ- ization	From NATIONAL ORGANIZATION	An- nual Dues	In- signia Re- quired	Cost of In- signia	REMARKS
"LL"	\$	\$	Receive Journal for 1 year	\$ 4.00	No	\$	\$1.00 of each man's dues is re- turned to local organization by National
"MM"	15.00	7.00	Magazine	3.00	No	3-4-5	
"NN"	15.00	11.00	Quarterly magazine	5.00	No	5.00	Key included in initiation fee
"OO"	25.00	17.00	Membership	12.00	Yes	15.00	Included in initiation fee
"PP"	11.00	8.00	2-year subscription, travel expense of bi-yearly delegate	9.00	No	3.00	Optional insignia
"QQ"	12.00	9.00	Key and "publications"	1.00	No	5.00	Key included in initiation fee
"RR"	10.00	10.00	Publication for "several" years	1.00	Yes	5.00	Key extra

**President Lobdell:** Is there a second to that resolution?

**Cole:** I would like to second that motion. I would also like to amend the motion to the effect that a committee be appointed to get that data and send it to us.

**Dirks, DePauw University:** I second the amendment.

**President Lobdell:** Do you accept the amendment, Dean Park?

**Park:** Yes.

**President Lobdell:** We will discuss the resolution as amended.

**Park:** My original thought extended a little farther than this resolution which I have just presented to you. It was that we should require the recognition of every society on our campus by the Association of College Honor Societies within a period of two years or have it show cause for their continuing in existence.

In other words, to put some teeth in this particular resolution. Dr. Shepardson felt that program was too large an undertaking, and I could readily see why he would feel that way, because this has been a labor of love as far as he is concerned, and that the honor societies which he represents have not looked upon this as something to help their particular causes. They are well established and need no argument to justify their continued existence; but I should like to hear some discussion as to the possibility of making that motion really effective.

**Turner:** We may get help from an unexpected source, but we can now get down to cases.

The editor of our local campus paper has taken it upon himself to publish once a week during the past year articles about professional honor and honorary societies, giving the name, how much it costs, what one gets for his money and how much goes to the national office. This series has caused a good deal of wise-cracking and sarcasm. When the student body is beginning to talk about it that way, it is a pretty good sign.

**Goodnight:** I did not quite get the idea. If I understood the original motion it was that we should individually cooperate with this action by supplying information in regard to our own campuses. Mr. Cole's amendment, if I understood it aright, contemplated putting it into the hands of a committee which would not know anything more about the other campuses than we know about each other's campuses. It seems to me the amendment frustrates the result of the original resolution.

**President Lobdell:** My assumption was that the original resolution contemplates our furnishing, as individuals, information to Dr. Shepardson's organization. With the amendment we would establish our own collecting machinery.

**Dr. Shepardson:** I have received from a great many deans mimeographed lists showing the names of the honor, honorary and professional honorary fraternities upon their respective campuses. We might have these lists supplemented by a sheet indicating that the mark "plus" after a given name meant a belief that the society was really effective and valuable, that a mark "minus" raised a doubt, and that a question mark went much farther than a minus sign. Then by classifying these lists we might discover that at the University a society "A" was highly regarded and it was highly esteemed at Seattle, Washington, that the University of Maine also approved the same society, and that the University of Cali-



fornia approved it also. With that information on file, we might easily reach a conclusion, such as:

"It seems to be the consensus of opinion of the deans that these organizations are worthy;" or

"It seems to be the feeling among the deans that these particular organizations ought to be scrutinized a little more carefully;" or

"It seems to be the opinion of the deans that these organizations may be rackets."

Now, that is all the cooperation we are seeking right now. After the Association of College Honor Societies does what it hopes it may do, it probably will disband. Having accomplished its purpose, unless it seems desirable to maintain it with infrequent meetings as a source of standardization and to handle new organizations which may come into the field in later years, it will disband.

I know you understand that every single one of these organizations wants to be recognized and listed by the Association of College Honor Societies, and this Association, recognizing the difficulty in the field and the importance of a decision, will not hurriedly recognize any more honor societies, although we know perfectly well that an honor society in dentistry conducted on the highest terms and an honor society in the School of Commerce, a freshman scholarship honor society, and many others are worthy of recognition right now.

But we do not want to discriminate. We want, if we can, to lay a foundation, making a clean-up first, and presenting a fair and just tabulation and evaluation of all of the information available. I hope for great benefit from the cooperation of the deans of men in colleges and universities.

**Tolbert:** It strikes me that Dean Park has made a very good suggestion. There ought to be some kind of teeth put in this law, because, gentlemen, the situation is in a pretty bad shape at present. I do not think it would be quite wise to turn over to an outside agency such as the Association of Honor Societies.

I believe that we should have in our Association a type of continuing committee which would make a study of this kind of thing and secure sufficient information on which to base opinions as to the worthwhileness of these various organizations.

In the second place, I do believe that we need a bit more information about the honorary societies than we can get. For the past three years we have made an annual survey of the societies on our campus and we have found that quite a bit of money leaves the campus.

All the information we are able to get comes from the students themselves, and that is comparatively little. One question which we have asked is this: "Do you receive an annual audit of expenses of your national organization?" Less than one-third receive that annual audit. They know how much goes to the national organization, but they do not know what becomes of that.

I cannot find out myself but I think that a committee working for this organization, could collect information as to annual expenses. Who gets these \$5,000 salaries? Who gets these long expensive trips? Who gets the profit on keys? Who gets the profit on stationery?

I think our Committee could do that and furnish to us information on the national set-up and expenditures. I should like this Committee get busy and do some constructive work, and destructive work on the blood-suckers on our campus.

**Gardner:** May I read the resolution?

"RESOLVED, That the Association of Deans and Advisers of Men heartily endorses the work of the Association of College Honor Societies in attempting to evaluate and classify the so-called honor and honorary societies in American collegiate institutions; and further

"That, through the cooperation of its individual members, it will assist in this important undertaking by furnishing to the officers of the Association of College Honor Societies a list of organizations in the several institutions which claim to be honor, honorary or professional honorary, and such information regarding such organizations as may be available."

Then I believe that the amendment provided that a committee be appointed to get the information on fraternities for this Association.

May I, Mr. Chairman, ask Dean Tolbert a question?

I agree with you that this Association should go ahead on its own and study this problem; but on the other hand, is there anything in the amendment to prevent our members from offering to the Association of College Honor Societies the cooperation from our individual campuses?

**Tolbert:** No, sir. Give them all they ask for.

**Gardner:** In the second place, as the only watchdog of the treasury of this Association, I am always reluctant to see new committees appointed to make surveys, because I realize the implied expenditures. I believe that should be taken into account in our discussion or in the appointment of a committee.

The other point I wish to make is this: I understand the resolution applies only to the national honor fraternities. I have seen campuses that are bad enough in that respect, but the local honor or honorary societies present as serious a problem. Whether Dr. Shepardson's Association can in any way control them, I do not know, but these local societies are ever and always the business for the deans of men. Thus I think we have a problem in addition to the question of the national honorary societies which should be considered by this Committee if it is appointed.

**President Lobdell:** The Chair might suggest that, if the convention is willing to adopt this motion, we can decide what this committee should do.

**Fisher:** I do not think I am in favor of the amendment to the original motion. I should like to vote for the original resolution as stated, and I should like to support the amendment as a separate matter.

**President Lobdell:** The amendment has been accepted by the maker and seconder of the original motion.

**Turner:** We might well take into consideration this: You will have to stop and remember that some of these so-called professional and honorary societies are founded with another point of view altogether. On every campus you have groups of men who do not belong to social fraternities but who when they go home like to wear some kind of insignia with Greek letters. You will find that about half are founded so that the boys that founded them will have something to wear home and you are going to find a lot of opposition from those who have supplied themselves with

a pin to wear. They well oppose any attempt to remove their pins or their organizations that provide them with pins. To these men, it is a substitute for the social fraternity to which they would like to belong.

**Dirks:** I appreciate your point. With the consent of Dean Cole I should like to separate those two—the motion and the amendment to the motion—and vote on them separately. I believe we will get farther and clarify the situation if we vote on Dean Park's motion and then vote on the amendment separately.

**President Lobdell:** You would like to withdraw your second to the amendment?

**Dirks:** Yes.

**President Lobdell:** Do you, Mr. Cole, as the maker of the amendment to the motion, withdraw the amendment?

**Cole:** Yes.

**President Lobdell:** Consequently, the original motion submitted by Dean Park stands.

...The motion was voted upon and carried...

**Goodnight:** Does Dean Cole's motion now come before us?

**President Lobdell:** If he cares to make it.

**Cole:** I will make a motion that you appoint a committee, (with the watchdog of our treasury on it) to make a study of the so-called honor and honorary, professional and local fraternities and make this report to us with recommendations.

**Tolbert:** I second the motion.

**President Lobdell:** It is understood that the report is to be rendered at the convenience of the committee.

...The motion was voted upon and carried...

**President Lobdell:** Dr. Shepardson, on behalf of the Association I thank you very much for coming to meet with us.

I wish to appoint to the Committee on Cooperation with the National Interfraternity Council, Dean Turner as Chairman, Deans Sanders, Armstrong, Bursley, Field and Smith. I assume that this Committee will have something to offer to us rather late this afternoon or tomorrow morning.

We will now proceed to the matter of the Question Box. Dean Alderman.

**Alderman:** The Committee did not want to make its work seem at all statistical, and yet it thought you might be curious in knowing how the scores went on these questions, which I believe about 30 of you answered "yes."

I merely went through this list and indicated the affirmatives and negatives. If you care to, you may write them down. I am going to do this without any comments because these questions are involved in the various discussions that will follow.

1. Are scholastic records of freshmen available for fraternity rushing? Yes—20; No—8.

2. Is participation in extra-curricular activities confined as much to fraternity men as it was five years ago? Yes—12; No—15. Ten years ago? (no answer) Twenty-five years ago? (no answer)

3. Do your fraternities have resident proctors, advisers and tutors? Yes—13; No—15.

4. Do you have fraternity house parties at which girls stay in the houses? Yes—2; No—25. If so, do the men move out, or simply move to one floor? Move out—1; other floor—1; both ways—1.

5. Is the amount of scholarship grant to a particular student influenced at all by the fact that he can or cannot afford to join a fraternity? Yes—10; No—17.

6. Does your school have a personnel officer? Yes—6; No—25. Do his duties and your conflict or overlap? Yes—3; No—4.

7. Do you administer the problems connected with the class attendance of students? Yes—16; No—13; Remarks: Not much; in advanced cases; in past—4.

8. Do you have automobile regulations? Yes—18; No—11. If so, to solve parking and traffic problems? Yes—12; No—1. Because of proximity to a woman's college? Yes—1; No—9. Because students are too irresponsible to drive? Yes—6; No—5.

9. Do you have an "Honors Convocation"? Yes—15; No—12. Has it proved worthwhile? Yes—12; No—1; Fair—2.

10. Do you participate actively in the admission of students? Yes—13; No—16.

11. Should the N. A. D. A. M. consider holding sectional meetings in odd years and general meetings only in even years? Yes—13; No—15.

I would say on the last question that those who answered "yes" on it were people who came from extreme distances or those who have recently come into the Association.

The Committee selected certain general topics from the questions submitted to you yesterday which it thought might have a welcome for discussion, and from the Committee we appointed leaders for each one of these topics. It will be the leader's particular task to lead off in the discussion, and then we hope that there will be just as free participation from the floor in these matters as there has been enthusiasm on other subjects.

We are not starting this discussion with the notion that it shall last until a particular time. We will let it go until in the mind of the Chairman it begins to lag, and then we will go on.

The first subject relates to the social life of the non-group student, a question suggested by several. The problem varies with the local situation, depending in part on the percentage of fraternity men who are on the campus. Some campuses are very highly fraternally organized, and some are not. Dean Tolbert, of Florida, will lead in this discussion.

**Tolbert:** We have on the second page of the questionnaire: "Do you make any effort to provide a social program for the non-affiliated student?" and "What is done to promote the life of unorganized students on the various campuses?"

I presume that on most campuses the fraternity element will not amount to more than 40 or 45%. We will assume also that most of the social minded individuals, those who have inclination and money and talent to participate in social activities are in the fraternities. That being true, have we any obligation to provide for social activities for "the great unwashed," or the uninitiated?

It strikes me that the danger is in making a difference or differentia-

tion at this point between fraternity and non-fraternity groups. If you start out with some kind of program avowedly for the non-fraternity group, the mere fact of your taking that attitude is going to militate against the success of the movement. Hence, it seems to me that if we intend to reach the unorganized individuals that we should make some provision for campus-wide social activities which would include all of the participants, who cared to take part.

Fortunately, the distinction between fraternities and non-fraternities so far as worthwhileness in social affairs is concerned, is decreasing. There was a time when a man, because of his fraternity affiliation, assumed himself to be one of the elect. I think that is gone and that we have come to a more democratic feeling on our campuses.

To precipitate the discussion I will do as almost everyone else does, tell what we are doing at home—how we are trying to meet this situation.

For the past three years we have been sponsoring class dances. The freshmen wear caps at our institution; the sophomores sell them to the freshmen. The profit from the sale of the caps, \$50 or \$75, goes to paying for the freshman class dance. The freshman dances are usually held in the spring, and they have been very successful for they cut through the whole freshman class. The sophomores also have a class hop in the spring. This year it was held just a few nights ago, and the campus policeman told me that there was less drinking and less disorderly conduct than in any dance we had had.

The Engineering Club is also very active, and they have a dance. The fact is that they have a kind of week-end. They have a picnic. They go out on the lake and sky-lark around, come back in, and being engineers and full of vitality, they dance until about one o'clock that night. That dance has been very successful and cut down through the line of inter-fraternity and non-fraternity.

We have a new institution on our campus, honorary professional inter-fraternity conference. This gives us a little better hold on these boys and an opportunity to direct their efforts.

We had a dance on the campus the other night, and it was a good one. I want you all to realize that when we have a dance it is a job. We are in a small town, and we are strictly a men's school. When we have a dance we have to bring the girls from Tallahassee, which is about 180 miles away. It is a job to get enough girls there to have a real dance, and these boys take pains to make it good.

Another dance which we have been having for the past three years is the "Ag Club" dance, that is by the boys from the College of Agriculture. They have a mighty good time but the trouble with those boys is that they want to decorate, and insist on using hay, but they always have a good dance.

With the idea of promising social activity for unorganized groups: We have been trying not to call them "unorganized groups." The fraternities help support these dances, the fraternity men attend and there is no distinction to amount to anything.

The fraternities on their side have done a very interesting thing. The Interfraternity Conference gives a scribe dance twice a year. One came during the week-end of the military ball. They charged a dollar. And

had Art Kassel's orchestra come down there and play for them. They opened the dance to the whole campus, and there were just as many non-fraternity men as there were fraternity men. We are going to have Ted Weems down there the first of May for another dance founded by the Interfraternity Conference and open to all men on the campus.

We have tried to do two or three things that did not work. I am not going to tell you about them because they might work with you. We had the "Cavaliers." It was a non-fraternity dance club. It did not work. It blew up. It had one good dance, but we discovered that we did not want any kind of demarcation of social activities between organized and unorganized groups. We have sponsored only the social activities of campus-wide interest and campus-wide support.

I think it is about time for me to ask questions. I have given a general outline of the plan that we are attempting to follow at the University of Florida in providing for social activities for those socially inclined whether they are members of a fraternity or not.

We are poor folk. When a group has a dance that group has to pay for the policing of that dance. The campus policemen do not go inside the place, of course. The boys are responsible there, but the campus policemen are for parking and for general supervision of activities around the building. You cannot beat that, because in most universities the universities themselves have to pay this, that and everything else.

**Bishop:** How many of these good bands do you have down there a year?

**Tolbert:** We had Jan Garber, and we will have two this year. We are coming out of the depression. I think if you will investigate most of your campuses, you will find you are paying far more than that for orchestras. They have to come a long way to play for us.

**Shepardson:** Is that band charge a racket?

**Tolbert:** By the time they pay transportation for 15 men from Chicago or New York to the university, I do not think they make a great deal out of it.

**Rollins:** I do not think there is a band in the country that would come down for one dance. They probably come for many more than one. Probably everybody in Florida is paying the transportation.

**Tolbert:** Well, then, that is good business.

**Cole:** What is the charge for one of those big dances?

**Tolbert:** When Ted Weems comes on the first of May we will have one dance on Friday evening, one on Saturday afternoon and one on Saturday evening. That is three dances. We charge \$2.50 for a ticket to the three dances. The ticket pays for the man and his date. You want to remember, gentlemen, that we have almost no girls in our immediate territory, so when we get them down there we have three dances.

**Field:** Mr. Chairman, I would like to report just to help this idea that Georgia Tech when it puts on big dances pays the same prices. We do not have the difficulty of getting girls in because there are plenty of them in Atlanta.

...Discussion off the record...

**Alderman:** The question is asked if you found many students who did not care for this general social program.

**Tolbert:** I presume that of the 2,000 or more students that we have that not more than 1,200 take part in these social activities. A lot of them do not care about it; they go swimming or fishing instead.

**Shepardson:** Do you find a good many of the non-fraternity group who do not care for this social program and who do not go?

**Tolbert:** We have never kept any accurate check. I find there are a great many non-fraternity students who do take part and support these dances. They like them. The Interfraternity Conference guarantees thing; the non-fraternity groups do not take any risk at all.

**Shepardson:** I had in mind the experience of President Hughes at Miami University when an attempt to organize all students in the social group was made. He found quite a few who did not care at all for anything of that nature. In other words, they talked about the discrimination of social life between fraternities and non-fraternities without stopping to consider that many of the unorganized students either have not the slightest desire to participate or cannot afford it.

**Tolbert:** Yes, of course. As I said, the majority of those socially inclined are in the fraternities. I find there are quite a number of fraternity men who join fraternities for purposes other than that of social activity, and they do not participate in any of these dances. Then I find there are non-fraternity men who are not able to join, but who like the dances and take part in them.

**Goodnight:** At Wisconsin we have, of course, plenty of dances, and the fraternity element can dance at all the places. The men's union has put in Saturday afternoon dances which are free of charge for the non-fraternity element. It enables those who do care to participate in Saturday afternoon dances to do so. But we find, as Dr. Shepardson suggests, very large numbers, particularly the self-supporting students, who will not even spend the money to dress up and come over and dance free. They prefer other things, and our attempt at organizing non-fraternity groups is not along social lines. The men's union has formed what they call the Men's Union Assembly. They have districted the lodging houses and private homes throughout the city which puts men in certain groups—approximately 30 men to a group. Perhaps two very large lodging houses with 15 men each stand close together; those two will form into a group. Or there may be a whole block which is more sparsely settled. These organizations each have their representative in the Men's Union Assembly for the discussion of problems which are of interest to the general group.

We find this plan the most telling in the field of intra-mural athletics. These groups go into all sorts of intra-mural competition with fraternity groups and dormitory houses. We have three distinct units and the social distinction does not seem to play any role. The plan has been very, very successful.

These housing units have now insisted on having their scholastic averages as well as those of the dormitory houses and fraternity chapters, so the social element pretty nearly drops out of sight. Scholastically and athletically they are very much alive.

**Helser, Iowa State College:** I thought you would like to know what has been done at Iowa State College. We have 800 to 1,000 men, about

one-third of whom are fraternity men. We have about 800 women about one-third of whom are sorority girls. We have arranged for the unorganized group what we call a "ward system." We have about 18 wards based upon the location of the rooming houses. In each ward we have from 70 to 100 students, and they are organized, of course. With a president, secretary and treasurer. You would be surprised how proud they are to be called the President of the Alpha Ward or Treasurer of the Beta Ward. As Dean Turner said, a lot of these people like to get the Greek letter attached to their names in some way, and this seems to mean a lot to these boys and girls.

We have the girls organized into dormitory girls and town girls. Each one of these wards has a faculty leader or adviser, and they meet about once a week, either in some church or some large rooming house or in one of the college buildings. In their programs they quite often call in different members of the faculty to discuss various things, but they usually have more or less of a round-table discussion and try to plan for some of their intramural competitions or some of their social affairs.

Each ward usually has one or two dances, and sometimes three or four wards go together to hold a dance. The biggest thing is the intramural competition: basketball teams and tennis and baseball, etc.

The Presidents of the wards are formed into what is known as the Executive Council. They steer all the plans. Every ward has a social representative, and these are known as the Social Council. They try to arrange and decide on these social affairs. The cost per member is \$1.00 per year. Not all of the non-fraternity and non-sorority people pay this. It is not compulsory.

In addition to wards we have for those students who do not care for dances what is known as a campus varieties program. This is held each Friday night. We charge ten cents admission and there are usually some kind so that each student can take part.

For those non-fraternity and non-sorority, or fraternity and sorority people who do want to dance and do not seem to have any other opportunity, we have each Wednesday night from four to six what we call the Cyclone Twister, and we charge ten cents admission to that. They come in there and dance from four to six. That is a tag dance, and stag affair. We find that sort of arrangement is working out very well and in this way the non-fraternity man can dance.

**Alderman:** Do the fraternities and sororities participate in these ward activities?

**Helser:** The fraternity boys living outside of the houses are members of a ward and have a perfect right to come. Otherwise they are admitted by ticket.

**Alderman:** There is another side to this on which I would like some information. Beloit College is essentially a fraternity school, about 70% in more prosperous years, and there is an almost equal percentage of women in sororities. That leaves a much smaller group outside the fraternities and sororities.

This group from time to time has attempted to organize itself. The college itself has not attempted to impose an organization upon the group, but almost perennially or biennially, these people feel they ought to



organize, that they ought to have a closer life. Several years ago we had some men living in a house called Smith Lodge. They were all non-group men. Apparently they liked each other pretty well. They decided to organize and take unto themselves some Greek letters. It became much more inclusive at that point, and then it merged into a national fraternity, and that was the passing of that which started as a non-group organization. The non-group men as a whole have organized themselves from time to time, taking unto themselves various names. One I recall was the Alpha Nu Omega, taking the beginning and middle and end. The organization at present calls themselves the Commoners.

The organizations do not seem to flourish. I wonder what has been the experience on other campuses when the non-group people have attempted to organize themselves and perpetuate their own organization.

**Weng, Indiana State Teachers College:** Our unorganized people have done that and were quite successful. For instance this fall they swung the election in three of the classes. The trouble is that they fluctuate. They will be strong one year, and another year they will be weak. It is a good idea. We try to foster it, but as I say, it goes with varying success depending upon the leaders that you get.

I would like to say something about the arrangement we have at Terre Haute that is working remarkably well. This is the second year for it. Every student pays an activities fee, from which the school takes care of the finances of athletics and debating and certain dances.

I want to speak of the dances. We call them mixers. They are under the supervision entirely of the faculty. We use the women's gym for the dances. They are free, of course, because they are paid for out of their activities fees. They understand that they have paid for them, but not directly as such.

We can hardly accommodate the students for these dances. As I say, it is not just a beginning. This is the second year. The dances are given on the third Saturday of every month. Of course it brings in the organized and unorganized people. They consider it a very successful affair. It is chaperoned by the faculty.

We always put a large number of members of the faculty on the chaperon list. We take the entire faculty list and, say there are ten dances, we put down one-tenth for the first dance and the next tenth for the second dance, and so on. In this way during the year every member of the faculty is supposed to function at one of these dances. In this way we get a large number of faculty to mix with the students at these dances. We consider them quite successful. It is very rarely that a faculty member scheduled for a dance does not come. We try to make them feel that it is an obligation.

**Alderman:** Inasmuch as there are several questions, I think we will pass on to another topic.

Among those submitted and classified under "Finances" is the following question which came from Dean Dirks: "How many schools answered in the affirmative to the inquiry sent out by the Government as to federal aid or part time jobs for students for the coming year? What effect will this aid, if granted, have on the enrollment for the coming year?"

This is a question that is exceedingly vital to many of us as we plan for the possibilities of the next academic year.

On the Committee we have Mr. Greenleaf, of the Office of Education at Washington. Dr. Greenleaf consented to do some broad guessing. He wants it distinctly understood that he is not speaking officially, and if he proves to be a false prophet we are not to discount his judgment. We will be glad to have Dr. Greenleaf speak to this point, and then one discussion will follow.

**Greenleaf, Office of Education, Washington D. C.:** The Office of Education, as you know, collects a great many statistics, and I expect most of you have been asked to answer some of these questionnaires which we have sent out.

Now I cannot tell you what is done or should be done, but on the basis of a great deal of material that we have in the office, I can tell you some of the things that perhaps may be of interest to you.

I have also intended to make a little announcement which may as well be done now. You have probably in the last month received posters to the effect that educational awards and grants will be given to almost any student that cares to apply for them to the extent of some \$300,000 to \$6,000,000.

Very wisely a great many of the deans have written in to the Commissioner of Education and asked him whether these were good. About the first day of this month we had in our hands one of these circulars. Commissioner Zook asked me if I would look it up and find out what it was all about. The address given was the National Student League,, National Press Building. The telephone operator told me there was no such organization there. I called the manager of the building, and he asked me if I would come down and talk personally, because he did not want to discuss it over the phone.

A man about 30 years old had gone to the National Press Building and put down a rental for a period of a month, telling the manager he would return in the next two or three days and select his office space.

The circular read in such a way that a great many people were skeptical. I asked the manager if he would not ask the post office authorities to investigate it. Of course there was no fraud, and they are reluctant to investigate unless there is some reason. They did arrest this man, however, and held him until they could determine what to do about it. In the meantime we had a letter from the National Student League in New York. They disclaimed all connection with this offer, and so we sent out a circular to the colleges simply with a brief statement that the National Student League had disavowed all connection with the loan.

Later on, after the investigation, it turned out that this man had engaged a post office box to divert his mail from the National Press Building to the box so he could get it without engaging office space. He, however, gave as reference the assistant manager of the Press Building. That is the way they made the arrest. It turned out that he never received any of the mail. It all went to the box and was claimed by the Post Office Department. The case was dismissed. The mail was returned to the senders marked "Out of business." And so that finished that episode. There was no actual fraud; whether there was fraudulent in-

tention or not, we do not know. Probably there was. He might have been able to pay one or two scholarships and by that means avoid the charge of fraud. At any rate, he promised not to engage in any such activity in Washington again.

"How many schools answered in the affirmative to the inquiry sent out by the Government as to federal aid or part time jobs for students for the coming year?" We did send out a little questionnaire on that, and in "*School Life*," which is our official organ, issued monthly, for April or May you will find the results a little squib under a column entitled, "Colleges." I wrote it up from the questionnaires, and I cannot remember the proportions, but it has been very generally accepted throughout the country.

This money which comes through the F.E.R.A.—Federal Emergency Relief Administration—is in charge of the presidents of the colleges. It is given without restriction, and I believe it lasts until the end of this college year, through June. I doubt very much if it will be extended next year but I do not know, nobody knows.

On this questionnaire we asked if the colleges would be interested in receiving money for the purpose of pulling themselves out of the hole. That is the colleges, not the students. A great many of the denominational colleges inferred that they would. Fewer of the independent, privately endowed colleges indicated they would accept the money. It seems that the denominational colleges are in worse shape financially than the private, independent institutions.

"What effect will this aid, if granted, have on the enrollment of the coming year?" Well, any guess is as good as mine.

"Has there been any marked upward trend in loan repayments by students or former students during the past few months?" I understand by talking with the people that there has been some upward trend; that is, they are paying the loans better and earlier and in larger percentage. I have no authoritative information on that fact. That is too new for us.

**Edmondson:** How many students have had loans?

**Greenleaf:** In an article published in last Sunday's *New York Times* I believe I made mention of the number and the amount of the loans. The title of this article is "A College Year's Cost." That is the only material that is in print now on that subject.

**Shepardson:** Was it 9,000 or 10,000?

**Greenleaf:** It is up in the million somewhere.

**Shepardson:** I mean the number of students.

...Discussion off the record...

**Greenleaf:** "In the scholarship grant is the provision that he cannot belong to a fraternity?" I cannot answer that because I do not have that particular type of case. However, I think you may be mildly interested in a little publication that is about to appear, entitled, "The Cost of Going to College." This is now a manuscript and is in the hands of the printer. It will be available probably sometime in June or July. This little leaflet lists something like three hundred odd colleges and gives the tuition, board and room charge, estimated incidentals and minimum total year's cost of colleges in those particular institutions; in addition to that I have averaged up the various types of colleges.

A woman's college is the highest priced. A girl going to a woman's private college pays the top price; a boy going to a private boy's college pays the next highest price. He pays practically as much as the girl. Those average around \$1,000. That represents such colleges as Harvard and Yale. The next lower on the scale would be the denominational institutions and the Roman Catholic institutions. The least expensive are the state universities. The average for all colleges throughout the country ranges from \$530 to \$630 for a year at present.

**Goodnight:** Where will that be available? To whom should we write?

**Greenleaf:** This article in the *New York Times* last Sunday is the only thing available. This will be Pamphlet No. 52 of the United States Office of Education, and I will see that the deans on this list get a copy of that pamphlet as soon as it is available. There will be an article in "*School Life*" in the April issue of which I will have reprints and I will send you copies.

...Discussion off the record...

**Greenleaf:** If there are any questions I can answer? I shall be very glad to do so. Those prices I mentioned for schools are all minimum prices. For instance, for the girls' private institution, the least amount that a girl can have for the year is \$1,000, but her expenses will probably run nearer \$1,500.

**Gardner:** The F.E.R.A. allotment required that the student sign an affidavit that he or she could not continue in school without this federal aid. There was an interpretation which some of the people sought for and, of course, could not get because no one knew. Did that or did that not mean that a fraternity or sorority member could sign?

In other words, there seems to be a serious question on this. Their expenses would naturally be more. I know I had quite a few requests sent to me as secretary of this organization for an interpretation. The requests were about as follows, "May I consider organization expenses as part of my authorized collegiate expenditures?"

**Greenleaf:** Personally, if I were making these loans to students, I would loan on the basis of their being fraternity men or non-fraternity men, but I would not loan to a person so that if he was a non-fraternity man he might join a fraternity. If a man is already in a fraternity and has those expenses and needs money to stay and would otherwise have to go, I do not see any reason why he would not be entitled to as much as the next one.

**Shepardson:** Is it not true that where there are loan funds those who can afford to belong to a fraternity are not entitled to receive aid from those funds?

**Greenleaf:** Those interpretations are strictly local. There is no federal ruling. I expect they are administered in quite a different sense in different institutions. I cannot interpret it for you. There are no strings to it. It is up to the president to decide, and I expect that his decisions hold.

**Alderman:** I would be interested in getting a show of hands as to how many institutions have fraternity men who have been discriminated against in the F.E.R.A. project.

**President Lobdell:** Dr. Shepardson is talking about institutional loans.

**Fisher:** I am not quite clear about that matter Mr. Greenleaf is talking about. He is talking about loans, but what are the sources of those funds, and who administers them and where do they go? In the institution I represent we did not have anything like that before us. The F.E.R.A. is not a loan fund. The student works for it and gets the money and never pays it back.

**Greenleaf:** I should not call them loans. They are not loans. When the scheme was first made up they estimated on 100,000 students being aided through the F.E.R.A. Then this draft went to the F.E.R.A. people. They inserted the little clause that an institution which accepted the money would have to remit the fees and charges. That resulted in many telegrams and letters coming in; and the next day or so that little section was crossed out. So, as it stands, the institution receives aid for one-tenth of its student population, and in return for this money the student works at projects which are set up.

The institution is supposed to make up work. The nature of that work is left to the President of the college. If some professor is working on some particular research problem and needs a boy to help him and the boy in turn is in need of money and would have to leave school unless he could receive aid, why, it is fair enough that he be taken over on the research project to assist this professor. He would be paid at the rate of not less than 30 cents an hour, and the professor in turn would receive the benefit of his work. It is not a loan. It is a grant.

**Bracken, University of Illinois:** The first question which was asked was the effect of the F.E.R.A. fund on enrollment. About 75 or 80 have asked about the continuation of these funds. If these jobs were continued and it became known as early in the summer as the end of July or the first part of August, it would increase our enrollment in Illinois from five to seven per cent.

Some of these students are sufficiently experienced to know that these funds take out of competition a certain number of men on jobs which would not be available for the general run of the population.

Then there is one thing in connection with giving federal aid: The fraternity man is oftentimes living more cheaply in some cases because he is firing the furnace for his room and washing dishes for his meals. He may be paying only seven or eight dollars as a retainer fee to discharge his fraternity obligations. It seems unfair to say to a man just because he is in difficulties that he should disrupt all the relations previously established. It seems unfair that a man, if he is already a fraternity member, should be disbarred from going ahead and meeting his regular expenditures. I feel that perhaps when we think of those things we are a little more lenient on the fraternity men and sorority women than we otherwise might be.

**Goodnight:** Is it to be continued next year?

**Greenleaf:** I do not know.

**Dirks:** We really ought to know. I am already writing to answer inquiries that come in regarding next year. All of us get a lot of letters from poor but deserving students who want to go on to college and cannot unless we can find jobs for them. We cannot find jobs for a fourth of them. We cannot even approach that. The class men who have been

there a year are looking around and picking off the jobs. We have to say to those prospective freshmen that there is no employment available to freshmen. We are in a small town. There are not many town jobs, so the jobs have to be connected with the university. Those jobs are all taken by the class men on the campus and who have struggled through in the hope they would get one the second or third year.

This seems to open the way for a lot of high school graduates to go to college. If the grant is to be made, the sooner we know it the better, because we are already in correspondence with high school graduates to go to college. If the grant is to be made, the sooner we know it the better, because we are already in correspondence with high school graduates. I had two letters the day before yesterday asking what chances there were for help. My answer so far has been that I have had an inquiry from the government asking whether it would be desirable to continue this aid and the answer has not yet been given.

Of course I am not answering in the usual way, but answering in the light of the inquiry that I received from the government, there would be some considerable effect on our attendance if these grants were given. I am sure the number of freshmen that we could get if aid of that kind were open, would be great. If it is not open, we have to answer in the same way that there are practically no jobs open for freshmen entering our institution.

To me it is a vital matter, and I just thought we might get some light here about seeing what tendency there is, which tendency would probably indicate the action of the government.

In our own institution, we could not bring students back because the F.E.R.A. fund came in the second week of our second semester. Those who could not stay because of insufficient funds had already gone home and could not be brought back. About 85% of our students come from away from the institution. We did not have an opportunity to bring them back as do some schools that are located in cities where their students are located in range of the campus.

On this matter of loans, which is separate from this: It is our practice to look with considerable doubt upon application for a loan if it comes from a fraternity man. He has to show that living in a fraternity house is cheaper for him than living outside. If he is paying fraternity dues—national and local—and assessments and all of that, he is probably paying more in the fraternity. Sometimes the request for the loan is made in order to meet an initiation fee or something like that. So, we discriminate to that extent, that we question pretty carefully the fraternity man who applies for a loan.

**President Lobdell:** It seems apparent that many of the members would be very willing to have that aid continued another year. I suggest that the Committee on Resolutions therefore consider the advisability of preparing a resolution to that effect.

I also suggest that this topic be discontinued at present and resumed this afternoon. The Question Box will, of course, continue this afternoon because Mr. Duerr, as most of you know, is not here with us.

A slip was made in announcing the Committee of which Dean Turner is Chairman. We could not read Dean Sanders' writing and consequently

neglected to include Dean Goodnight who is officially appointed to that committee.

For the Committee on the matter of the Honorary Fraternities, we will appoint Dean Park as Chairman, Dean Tolbert, Dean Cole, and Dean Thompson of Nebraska.

...Secretary Gardner read letters from the following:

Dean Rivenburg, of Bucknell

Dean Massey, of Tennessee

Dean Lamson, of Denver

Dean Ripley, of Arkansas

Dean Rienow, of the University of Iowa...

**President Lobdell:** If there is nothing further to come before the

...The meeting adjourned at eleven-thirty o'clock...

## LUNCHEON MEETING

Friday, March 30, 1934

...Dean George Culver read his paper...

## My Debt

By DEAN GEORGE CULVER, Stanford University

I make no pretense of knowing, much less of understanding, little if anything concerning economics. However, some of my friends who manage to make a comfortable living out of what they either know or hope they know about economics, maintain that we are in the midst of an inflation. With the same authority or assurance with which they make such statements they declare that it is easier to pay one's debts during periods of inflation than at other times. Such a declaration greatly interests me, for I have a large debt. I should like to discharge it. I have been owing it for some time. The time may not seem long to some of you who were the fathers of this organization. You fostered and nurtured it until in time it grew strong and robust enough to become a source of inspiration and companionship to you. Its personality helped strengthen and develop your personalities. It is my debt to the founders of this organization and to those who constitute its membership that I wish to pay.

I came into this organization in May 1926. I was an hungered and ye gave me to eat. I was thirsty and ye gave me drink. I was a stranger and ye took me in. I stop the quotation here for I recall that I was not naked—at least not entirely so for I had bought myself a new straw hat before beginning my journey. Not many of us wear straw hats in the West but I was going East and thought I ought to have one. May is almost summer with us but when I reached Minneapolis it was cold and raining in fine fashion. There was not a straw hat in sight anywhere except mine.

The girl running the hotel elevator looked at me in wonder with my dripping straw hat. I did not stay long in my room. When I rode down she must have sensed my anxiety for she said, "There is a haberdashery right in this building, sir."

"Thank you," I replied, "I noticed it as I came in and Im heading toward it right now." I left the straw hat in the hotel and have never worn another since.

I had been Dean of Men for seven years in that far western land of Indians, golden bears, Hollywoods, climate and earthquakes. I was a sort of Robinson Crusoe, with the ocean on the west and snow clad mountains and deserts to the east. I had a few goats, a man Friday, some parrots, an umbrella and a fowling piece, but I longed to see and talk with others—a convention of Crusoes, as it were. I wanted to see if they were as wild and fierce as I was. I desired to learn how they herded their goats or taught their parrots to talk. I wanted to discover what campus crops they planted and how they cultivated and harvested them. I needed to



discuss with others of greater experience than myself certain matters of pest control.

There were certain Greek groups that had sprung up in the east and south and migrated westward. I wanted to get hold of some of the early culture and ideals of these Greeks had fallen away from or forgotten these ideals or whether it was everywhere a lost culture. It seemed to me a bit curious that national officers when visiting my office on their pilgrimages almost invariably asked me these questions in this order: "Well, how are my boys behaving? Are they making you any trouble? How do they stand on the campus? How is their scholarship?" I did have one visitor, an elderly gentleman, who was moved almost to tears when telling me how beautifully a well known football player in the southern part of the State had repeated the ritual during his initiation. In fact I rather envied my visitor the joy he got out of that recitation.

But of course what I really craved on that first visit to this organization of ours was personal acquaintance and personal friendship with individuals and a group of men who had long been engaged in my particular sort of work. That first meeting meant so much to me that I hope you will bear with me if I recall briefly some of those I met for the first time at Minnesota, for I knew none of them when I arrived. I must speak first of all that fine and kindly man, our host Dean Nicholson, and there too, was Stanley Coulter. I hope to speak more about him later—and Thomas Arkle Clark, always immaculately attired, always keen and always tremendously interested. There too I met Joe Bursley. I wish some one would tell me why I fell for that fellow at the very first and why we chum around together whenever we, or I had better say whenever I, get the chance. But really I do not want to be told the how and why of personal friendship. There too was Dean Scott Goodnight, the father, although others seem to have been present, of this organization. At least he is believed to be the father.

There also was that genial and lovable southern gentleman from Texas, Vic Moore, and some other southerners too, Floyd Field of Georgia Tech, and Melcher of Kentucky, and Heckel of Missouri. There was also present our host of today, Jimmy Armstrong, in whom all seemed to be greatly interested as an up and coming member of the younger group. It would have been too bad if I had failed to remember my good friend Ripley of Arkansas. I shall not soon forget him. There were others too whom I learned to know later.

It was the personal friendships and acquaintances established with these men that took me back to other meetings to renew these friendships and meet many another fine man. Who of us can forget the southern stories and the quaint humor of Massey of Tennessee? It is the same lure of friendship and comradeship that has brought me to this session of our organization and, because I am among friends, I hope you will be tolerant and bear with me in anything personal I may say in this talk. I want to say something about this friendship of ours. I would like to say something of what it means to me and I hope to all of us.

I realize of course, as we all must, that it is always stimulating to any group of individuals to hear papers and discussions by their colleagues touching upon the problems which in their multiplicity include our par-

ticular problems. We must know what is going on and what is being developed in our particular fields if we are to be alive to our responsibilities and opportunities. However, I believe that the best and most useful things we carry away with us from these meetings have to do rather with our lives and our living.

Your administrative problems may be and I know are far different from mine. I cannot appropriate your solution or use it, but I can use and enjoy and live with your friendship. I can store up and feed upon and refresh my soul and body simply by recalling you and some of the individual and group experiences we have had together, some kindly word you may have spoken, some token of friendship, or some kindred feeling of mutual understanding that you have displayed. Here I hope we reveal ourselves as we really are. We are not afraid; we are not ashamed; we are not worried; we are not seeking anything from any one except a mutual understanding. We are for the time being like those fine boys with whom we have worked so long—youngsters at play when the days' assignments are over.

I did not come from California to deliver this talk. I know that no one of you came here to listen to it; but I did come because I yearned to be with old friends once more and to meet new ones. I came for the inspiration that this renewal of friendships means to me and my work, for what it means to my University. Friendship to me is the greatest of all treasures. There is no changing of the content value of friendship, unless it be that it has an added value in times of disappointment and great trouble.

I believe that the friendship and personality of Stanley Coulter has made us all better and more kindly men in our work and in our lives. I know it has done that for me. Human ideals should always do that.

I want to relate two things that—yes, three things in connection with my experience with this organization that have deeply touched me. They form a big part of the debt I wish to discharge but I realize now that I can never pay it. One was your election of me as your president at the Colorado convention at Boulder. I can never understand that. Another was the introduction from Vic Moore when I undertook the heavy responsibility of taking Stanley Coulter's place as speaker at our Los Angeles banquet; and the last concerns some correspondence with Stanley Coulter on the occasion of his 80th birthday. I know most of you probably wrote to him at that time and I feel sure that he wrote to you and I know you treasured his note. I hope you will understand that if I read my letter to him it is only that I may give the setting for some portions of his reply which I want to present because they are so typical of the man.

Stanford University  
May 30, 1933

Dear Stanley Coulter:

I am from the west, as you know full well. We have a familiar greeting out this way. I rather like it, so I am saying to you, "Hello, Old Timer." There is considerable significance in such a salutation. It has nothing to do with years, or anything else measured by calendars or hour hands. It has more to do with the rising and setting of the sun, with the moon and the stars and what goes on in men's lives and hearts and minds. It carries with it the note and appreciation of mutual understanding and a recognition of the thorough going char-

acter who has the right to be known as an "old timer"—the man of character who knows life.

I salute you, Stanley Coulter, a man whose friendship and personality have been one of the rich treasures of my later life. I cannot tell you how deeply I regretted my inability to be with you at Columbus this year. I miss those fine personal associations that brought you and some other rare souls into my life. It would be absurd for me to attempt to tell you what you have meant to so many of us in our work, but I hope that here and there we may be giving to others what you have given us.

With best wishes for you always and with much affection, I am  
Yours,

Excerpts from Stanley Coulter's reply:

As one "old timer" to another, may I say that you have golden words to embody equally golden thoughts.....

It is amazing how few people there are who can, as it were, stand off and laugh at their own feverish attempts to regulate the world and they that dwell therein. You and I can and so we speak the same language.

Thanks, "Old Timer," for a message from the heart to the heart.

Sincerely yours,

STANLEY COULTER.

Time moves along with all of us, and circumstances frequently move much faster than time. My Crusoe land is some miles away. I never can tell from year to year whether I shall meet with you, I plan to take a trip this summer, but I always want to be with you even though attendance places me more deeply in your debt.

## FRIDAY AFTERNOON SESSION

March 30, 1934

The meeting, held at the Goodrich House, convened at two-forty-five o'clock, President Lobdell presiding.

**President Lobdell:** We will push these discussions along as rapidly as possible. I will call on Dean Sanders who will speak on the subject of automobiles.

**Sanders:** First of all, these regulations or rules—call them what you will—arose because of certain accidents, because deans thought that the operation of automobiles would not be good for the morals of the students, or because the operation of automobiles seemed to interfere with academic performance.

The latest argument in favor of automobile regulations that I have been able to find came from Ohio. It was said that students were driving automobiles and it tended to introduce an undemocratic atmosphere on the campus.

Whatever the cause, a number of institutions have automobile regulations, and I think, for the reasons I have assigned.

Then there is the way the problem is handled, if it is a problem. Certain institutions pay no attention to students in this respect. If a student wants to operate an automobile and his parents are willing that he should, that is his business. Other institutions, such as Miami University in Ohio, put on what is tantamount to a prohibition. There is a statement in their catalog, "Students who feel that they must operate automobiles had better go elsewhere." It is as close to a no automobile regulation as you can find anywhere.

Others, as indicated, pay no attention. I think for the most of us there is a half-way measure, and it reads something like this, "Students shall not operate automobiles during the academic year without permission of the university. Permissions are granted by the dean of men."

That is the sort of rule we have. I do not know how old it is. It antedates my going to Ohio Wesleyan in 1926. I remember that one year the President sent a notice to parents to the effect that there would not be any further operation of automobiles at Ohio Wesleyan. The following fall we had four very definite groups of students who had to be listed as exceptions:

1. Commuters who came in from the country places, the rural sections around about Delaware. Some of them came from the metropolitan area of Columbus. You could not say to them that they might not drive cars since they were an absolute necessity.

2. We had another group working their way through college. Some of them were young preachers. There were students who were employed by certain Delaware companies who had need for an automobile. It was plainly impossible for the university to deny such students the use of a car.

3. There was a group of students whose parents lived in Delaware and we found that it was almost impossible to deny them the privilege of operating an automobile. (I think they do at the University of Michigan.)

4. There was still another group, the physically incapacitated. We do not have a large number of the physically incapacitated, but we do have some. When the doctor of the university says, "Here is a student who should operate an automobile for a week, a month, a semester or a year," it is perfectly obvious that the President's dictum has to be set aside. It is one time when the dean of men can set aside something the President has handed down.

As you see, right away there were four classes of exceptions. You can see the difficulty that the dean of men has when he has to enforce a law with as many exceptions as I have outlined, especially when he does not have a campus policeman to look after the infractions.

You know that every time a dean of men goes about his work after the fashion of a cop he generally makes difficult his position with the student. Any morale that he may have built up with the right hand he tears down with his left. He cannot become a varsity detective; whenever he does he is taking steps which will eventually ruin him as a dean of men.

Now, look at this thing: Here is a student who for legitimate reasons, presumably, has the right to operate an automobile. He comes down to the university on some legitimate business, but on the way home he picks up a co-ed friend takes her up to the hall. And some student who is denied the privilege of operating an automobile sees this boy having this special privilege, and right away, he says, "This is a fine idea; because I haven't a bad heart, or a peg leg, or can't think up some work that I must do as a legitimate reason, I am denied the privilege, whereas this fellow is given the privilege."

Gentlemen, in my judgment, that sort of thing is a destroyer of campus morale, and it is a lot of foolishness.

Where you have a situation involving motorcycle policemen, as I believe they have at Michigan, to run down those who violate the regulations, I suppose you can put into effect on the campus automobile regulations that will meet your needs and the needs of everybody, but certainly in a small institution such as ours it has seemed to me all along the height of the ridiculous to have a rule when you have no money to secure help to enforce it.

And when no one save the dean of men is charged with the responsibility of discovering those who violate it, it is almost an impossible situation. I have reached the point where I refuse to do any more police duties as dean of men. I am not "talking out of school." "If you want a varsity cop to do the policing, get him. I do not intend to do it." That is what I have said. That, as I see it, is what it comes down to. I am speaking, of course, of the smaller institutions, and I am aware that it does not apply to some of the larger. My own judgment is that we are just pulling wool over our eyes when we think we are helping ourselves by regulating the use of automobiles.

After all, we are living in a motor age. These students who are boys are having to become men. Even in high schools they are operating automobiles. For us to prohibit it seems to be taking upon ourselves a responsibility which should be on the parent. At least that is where it seems to me it should belong.

**Alderman:** I think this would indicate a new thought in the Asso-

ciation. Most of the papers have been outlining regulations and developing them. What do you have to say about it?

**Turner:** Mr. Sanders, have you had the experience of having the faculty ask you why you do not do something about violations of the regulations?

**Sanders:** If one of the faculty finds a student car parked on a bit of ground reserved for the faculty parking space, they do not understand why the dean of men has not seen to it that they do not park there. I suppose if I were in their position I would not report these things but would blame the dean of men because there was not a parking place. This is all a part of the picture.

**Bursley:** We have, as Dean Sanders has said, automobile regulations at Michigan. They have been in effect, I think, seven years. Our rule is worded to this effect: "No student while in attendance at the university shall own or operate a motor vehicle. Special cases may be excepted by the dean of students."

We have a young man who handles the office work and a campus policeman who checks outside. Out of something like over 6,000 students, we gave, I believe, last year about 500 permits to drive. These permits were for practically the same reasons as those outlined by Dean Sanders. It is rather interesting to note that last fall the student paper took a poll on a number of such things, and one of the questions was, "Do you approve of the automobile regulations? For undergraduates? and For graduate students?" The graduate schools are located right on the campus and the rule applies to everyone. The result was over two to one in favor of the regulations so far as it is applied to undergraduates. There was a majority in favor of excepting graduate students. That matter is coming before the Board of Regents at the meeting held today. Personally, I doubt very much whether the Regents may make any change, because if there is one rule which they have made which they all seem to stand back of to a man, it is the automobile regulation rule, or as it is known, the automobile ban.

There have been several attempts upon the part of the students during the past seven years to have it modified one way or another, but they never have reached first base.

The most difficult problem that we have is determining what form of penalty to use for violators. When the rule was first adopted we put students on probation or sent them home for violation. I felt that suspension was quite fair in a great number of cases, but after all, there is nothing morally wrong in operating an automobile; on the other hand probation means nothing unless he is an extra-curricular activity. If he is not, it makes no difference.

Some members of the faculty felt that they should be warned the first time they were caught and sent home the second time. However, there is one chance in 15 or 20 that they will be caught, and if there is only that chance, and if they are caught and nothing happens but a slap on the wrist, they will be a little more careful.

Several years ago, the deans at a conference with the president, approved the plan of adding extra hours for graduation for violation of this regulation. That was used very successfully for several years, but

within the last few months the faculty of one of the colleges decided that students ought not to be given extra academic work for violation of this kind although other faculties believed in this form of punishment. The Law School and Medical School, the School of Architecture and the School of Engineering have all approved it. They have not added extra hours, but extra work. In some cases they required students to remain during spring vacation and write a special paper or thesis. It has not been very welcome to the students, and at the same time it has not hurt them to get that extra knowledge.

So, I think as far as we are concerned the automobile regulation has been fairly effective and, as I said before, meets with the approval of the student body at least so far as it applies to undergraduates. It certainly meets with very strong approval from the parents of the students.

The biggest objection we have had from the members of the faculty is from those who have sons or daughters in college. They are the ones that have raised the great objection because their children cannot drive as freely as they want them to. If a boy happened to be going to a fraternity party he may not take the family car but has to hire a taxi. We did not think it was fair to the students who did not live in the city, and could not drive a car, to allow those boys and girls to do it. No student has permission to use a car for social purposes.

In the summer time we are very lenient with permits, and allow students to use cars to drive out to the golf links or to the swimming pools, but they cannot use them for social purposes. That is where we draw the line.

**Goodnight:** May we have a show of hands as to how many have this ban and how many have not?

**Alderman:** How many have some kind of automobile regulations? (14)

**Gardner:** I would like to ask how many have an automobile ban because of traffic difficulties rather than for social purposes. I think we can understand when we go to Michigan why it is necessary to keep the students from driving. No one else could move if they did. Does anyone make that distinction that is whether the rule came about because of physical conditions in and about the campus or because of social infractions?

**Alderman:** How many have the regulation because of parking and traffic difficulties? (3)

May I ask how much the Regents of Michigan are willing to spend for the enforcement of this rule? Does it cost you a great deal, or does it not?

**Bursley:** The cost is about \$4,000. We pay this policeman about \$1,400, and we pay the man in the office about \$1,600. Then we have to buy the tags for every car that is given a permit and there are forms of one kind and another. Also we have to buy a new car every two years. I think \$4,000 would about cover the expense. Every student pays a dollar for these tags. This, of course, does not amount to very much in comparison to the total cost.

I would like to say, too, that it is rather difficult to answer Dean Gardner's question because in many cases there has not been any one reason that has caused the adoption of that regulation. With us there is

parking and traffic, but that is only one of several reasons why this regulation has been adopted.

In my own opinion the principal objection to it is the enormous amount of time wasted by students who have cars and drive all around the country and take for rides the boys and girls who have not time to spend in that way.

**Sanders:** In addition to what has been said, there are these week-end privileges. We have them. Is there any reason, if a fraternity is having a party, why the student should not bring his car there? The small towns do not supply enough cabs to take care of the traffic. If the party is given on a rainy night, without the boys having fraternity cars, it is impossible for them to take care of their dates. So we are obliged to make the exception of having week-end privileges.

The students are given a little wind-shield sticker which shows they have the right to operate a car between, we will say, Friday evening and Sunday evening. Need I outline the difficulties that arise in such situations, such as the holding over of some of these little tags and pasting them on the next week without ever procuring another permit?

Some students seem to be able to make a perfectly clear case for a week-end privilege, and others, perhaps less fluent, fail to make their case. I have tried to be liberal; and have tried to put a liberal interpretation on the regulations. But notwithstanding, that has been one of the biggest sources of grief that I have experienced as a dean of men, and if all other regulations and other dean's work were comparable to the enforcement of automobile regulations in a small college, I would be out doing something else.

If I thought it was educationally sound, I would be willing. But I think it is all a part and parcel of the things which Dean Goodnight was protesting in his paper. If I may use the vernacular, "I'm ag'in it."

**Graham, Ripon College:** We have also had the experience of the automobile in the smaller school. I think there is one factor, the economic factor, which is important.

A few years ago a boy was reported operating a car without a license. I called him and wanted to know why he was doing that. He pointed out that he had paid only two dollars for the car and the license was ten dollars. I said, "Well, you cannot operate it that way." And he said, "Well, I tried to give it back to the fellow I bought it from and he wouldn't take it."

We have discovered that a good deal of our trouble comes from students operating rattletraps which are left standing on the streets or on the edges of the campus, and which, because they cost little are operated with less discretion and are apt to cause trouble with city police. We have discovered that those who operate cars which they value are more careful of them.

We tried the experiment of abolishing cars one year. Now we require data as to license number and description of the car, so that if a student is found in an accident or violating regulations, he is immediately called in and finds himself on the spot.

**Alderman:** Are there any comments?

At Beloit I think we get on very well with the regulations. We are a



school of 550 to 600. We say that no freshman student on academic probation or low scholarship may operate a car. Any other student having the consent of the college and parents may do so. They must not be partnership cars and may not be patently decrepit.

When Dean Bursley was speaking of the enforcement of the automobile regulation, he gave rise to one of the problems connected with the next topic, one of discipline. If there is anything that challenges the imagination of us deans, it is certainly that of fitting the penalty to the crime.

I am not certain whether Dean Edmondson is going to touch on that or some other topic, but he has agreed to speak to us with respect to discipline.

**Edmondson:** Referring to the Question Box, "Has the depression notably increased the normal number of academic disciplinary cases? Of non-academic disciplinary cases?"

That, of course, is difficult to answer dogmatically, because there are a lot of other factors that come in behind the depression. I can speak with authority only on that situation in my own institution.

It is very clear to me at my own institution that the depression, coupled with other present-day factors, has decreased the normal number of disciplinary cases—academic and non-academic. At my institution the last years the scholastic average of students has perceptibly increased, and since I have the job of being disciplinarian of the university, I note the difference, which is that there have been far fewer cases of discipline for misconduct to deal with in the last three years.

Now, I do not know that the depression is the most important factor in that. There are some other local conditions there, which may have an influence. One that I feel sure is a local factor is the completion of the perfectly beautiful, fine union building which now has become the social center of the university in which there are student offices of many kinds. I do not see how we got along without the thing before it was built. It has been very helpful in the general morale of the student body.

The depression, as a factor, has, I believe, eliminated a lot of playboys from the campus, the boys that had too much money to spend, so much that they did not have time for any other obligations at all. We do not have any of that kind so far as I know on our campus now. They are gone. I think I am safe in saying that 90% of the students on my campus are there at the sacrifice of somebody, usually the parents, and that the students have been sobered by the economic situation. Generally speaking, they are trying to make the most of their opportunities and they are doing a better job of it than I have ever seen them do in my time as an officer at the institution.

May I digress a moment on this automobile question? Dean Sanders said that there were a certain number of students who were physically incapacitated. I do not believe that any of my colleagues are men of medical training. I guess I am the only one. I was on the staff of the Medical School for twelve years before I came to be a dean of men.

It is an interesting fact that on my campus, and I feel on the campuses of all the larger institutions, there are more students right now who are physically incapacitated than we have ever before seen. Do you know the reason? It is the result of the epidemic of infantile paralysis in 1910

to 1912. We are getting that series of students now who were babies and children at the time of the epidemic of infantile paralysis. On my campus between classes I have stood on the steps of the building and have counted as many as 17 men and women who were walking with cane, or crutch, or limping perceptibly. So there are a lot of the physically incapacitated now for that one reason as well as the others.

Another question here: "How do you handle the problem of cheating on your campus?"

Nearly every institution has its own particular regulation about that. These regulations run fairly parallel. At my institution there is a universal rule that a student who is found cheating is to be reported to the office of the disciplinary officer, but in the first instance the case may be handled by the instructor. On second offense, however, in whatever class that may be, he is subject to summary dismissal from the university.

I have two or three questions here. "What scheme is in use for penalties for violations of the rules on student conduct?" and, "In particular, do you assess credit fines or extra credits for graduation, or are extra credits necessary for transferring to the succeeding class—sophomore to junior—or what immediate punishment do you use short of requiring a student to withdraw from the institution for a period of time and requiring more punishment than merely being placed on disciplinary probation and its various angles such as disbarment from activities?"

I think here is one of the most difficult things for disciplinary officers. What can you do as a penalty? There are not many things to do. The extreme penalty is summary dismissal from the university; next, a period of suspension for a semester, or perhaps for a shorter period of time; and then you get into the realm of fines or credits; and a milder one of being put on probation. And that is about the extent of it.

There are objections to most of these methods. In my experience, the most effective thing as a penalty for misconduct is to send the student home, even if it is only for a week, and notify his parents and notify his fraternity, and the underground "grapevine" pretty soon notifies all the campus that so-and-so has been "canned" for a week. If he is a fraternity member he gets hammered by his fraternity and the folks at home light on him hard and he gets it generally all around. And after all, a week's absence from the classes does not seriously damage his standing unless he is right on the border line academically.

I believe in that method. It is the best from my experience. But I have very severe criticism from certain members of the faculty. The president does not believe in the method. He says we have talked about it a good many times, and that if a student is not fit to stay here all the time and attend to his business, he is not fit to be here at all. To which I reply that I cannot agree with that at all because I believe that a short period of suspension is a very effective method that does not damage the student permanently.

I get a reaction from certain members of the faculty. The student comes back after ten days, we will say, and goes to his instructors with a question, "What can I do to make up the work I have lost?" And the instructor says, "That penalizes me because I have to do extra work to help this fellow." To that instructor I answer, "You do not have to do

anything. Tell him to make up his work if he can. That is his penalty."

I do not believe in penalties of fines of credit, because, after all, that is usually penalizing the parents who supply the money, and it does not hurt the student at all. He does not care, he does not feel it.

Referring to a recent case as an example: Six of the boys during the between-semester vacation of two or three days, stayed over—all living in a fraternity house. They had to find some entertainment, and they went to a picture show and then they went to a rather disreputable public dance hall and danced with the girls there. One of the men in the party, when the hall closed, invited the girls to come out to the fraternity house. They came and opened up the house and started their dance there by the radio. We have campus policemen at our institution, valuable men. They went along with the boys, followed them. They arrived at the dance at the fraternity house just a few minutes after it began and went in. And that was too bad. The women were sent away. The boys were asked to report to me the next Monday.

That feature of the thing was on Friday night, and the following night those women who were present in the house dancing with the boys were arrested by policemen in a raid in a house of prostitution. Those boys understood too well, but undertook to tell me they did not know they were that kind of girls. So the boys got sent home. Not all of them were equally guilty. Some were suspended for a period of a week, some for ten days, two for the whole semester.

That news sifted around pretty fast, and while I expected an uproar because one of the boys was the captain of the football team, the very general reaction among the student body was that if he did not have any more sense than that he ought not to be captain of the football team.

I was glad to see that reaction. In every case I try to be as lenient as I reasonably can. There is a disciplinary committee, and any time that I do not feel that I want to take the responsibility for cases of discipline, I turn them over to the committee. The situation is that I am chairman of the discipline committee.

As time goes on, I find boys always, almost without exception, ask that I do not turn the case over to the committee. They would rather I decide it, because the news has sifted through that I am always more lenient than the committee is. I do not mind that kind of reputation.

These are points that concern only a local situation. Each of you has his own situation, and what may apply at one institution of course cannot necessarily apply at others.

**Alderman:** I suggest we confine our remarks, unless some particular problem comes up, to the difficulty that was in the minds of most of these people when they turned in these questions. What is, after all, the most effective disciplinary measure between probation and some kind of permanent suspension from the college or university?

Dean Edmondson says it is short time suspension. What has been your experience?

**Smith:** I agree with Dean Edmondson. I think one of the essential qualities in effective discipline is that discipline be immediate. It is the same with a college student as with a small child. It seems to me that any matter of taking on credit or putting on additional requirements is

so remote to an undergraduate, particularly, that it is hardly a suitable penalty; whereas, a short period of suspension, calling it to the attention of the family, is definite. A man knows what it is for and he feels the penalty at a time when he should. It seems to me that is one of the few really satisfactory methods of discipline.

**Field:** We have a method at Georgia Tech that is rather effective. A penalty is really one-third of a dismissal. We call them offenses at Georgia Tech. On the first offense the parents are not notified; the second offense carries the penalty of parents being notified; the third offense means dismissal. Those penalties are put on two at a time if it is very serious, which immediately puts him on probation and he has to walk pretty straight, because a third would without doubt send him home.

**Turner:** I would like to ask a question in regard to this matter. Do any of you have this: Publication for the names of the students? That is one "dead-ringer," and I have seen it used. It is one thing a student fears about as much as anything—having his name given to the paper as being disciplined.

**Alderman:** How many of you have used publicity?

**Field:** I have. We have a bulletin on which the names are published.

**Bursley:** We have the official bulletin published in the college paper. In that paper are notices of one kind or another—changes of class, or pictures or anything. Included in that bulletin is the official notice of students being disciplined, and the discipline which has been applied.

**Thompson, St. Olaf College:** We also publish the names of those who are being disciplined.

**Thompson, University of Omaha:** I just want to make this suggestion of a procedure I have used effectively. Very often the matter of discipline is, I think, well handled by sending that student to some of his good friends. Ask that young man to bring to you certain recommendations regarding his character and worthiness and education, and so forth from his friends. After he has traveled as much as 300 miles to get this information rarely does he have to be treated again in that manner. That serves very well with us, and is putting him in contact with some of his good friends. He usually never has to have treatment again.

**Alderman:** Do you specify the particular type of person?

**Thompson:** We ask him for the names of his friends. We ask him to discuss the affair with his father. I make it plain that he should say to his father that we want to cooperate with him in educating the student. If the father does not want to, that is all right with us.

**Jones:** I want to mention in that connection a system I have tried. I do not know how successful it is yet, although I have used it over a number of years. It is a system of delaying the penalty rather than making it immediate, and having the student bring to me in written form three things: a statement of the offense; his recognition of what that means to him and the university; and third, his recommendation of what he thinks ought to be done.

Sometimes it takes him a week or two. If it is a serious case I require him to write his parents and have them write me. It relieves me of an embarrassing job, and at the same time brings to me the assurance that the parents have been consulted. As a rule I find the student's judgment

is pretty good and if he has to suffer for a week or two weeks in getting that decision, he has done quite a lot of thinking.

**Field:** Is he suspended in the meantime?

**Jones:** If it is a criminal offense he is. I let the authorities take care of it and appear as his best friend. In the forging of checks I do not suppress it. I let the sheriff come and take him. He may have to spend a night in jail. We regret to have that happen.

I remember one time we ventured bail, and the boys never returned to the campus. Last summer a brother came to see if he could get his credits for him to enter another university. The other boy came back and lay in jail for six months. He is now in the Medical College, and as far as we know he has made quite favorable progress.

The morning I left I spent 30 minutes with the manager of one of our dormitories and one of the students who had stolen \$11 from an engineering building, which \$11 belonged to a janitor. This boy said, "I deserve to be expelled, but I should like very much to continue."

I let that written report lie on my desk for four days. I took the matter up with his manager. I asked him if he would agree with this request. I asked the boy if his staying in a cooperative dormitory under constant temptation would be all right. And he said he thought he ought to have to move out, although he did not see how he could stay in school if he did.

I said, "The only thing I dread is that you feel that this is some slight thing, that I have weakened your will rather than strengthened it." That is the only thing I dread, but where the student is required to write his parent, and if the boy comes home quietly a little later, they are not inclined to ask him anything.

**Thompson:** Have the boy come in and discuss the case and dismiss him for a day or two. "In the meantime, you be thinking about your best friends at home. Get a list of them and bring them to me." I sent him out on this excursion. It takes a week. He may be suspended if the offense is serious. If it is a trivial matter and is not serious or criminal, we let him attend classes. It works very effectively.

**Smith:** I would like to ask a question of Dean Field—if there is any feeling of your voting him a couple chances before anything happens to him?

**Field:** I do not think so. Fortunately, for me, I have nothing to do with the discipline work except as I sit on the Executive Committee. The discipline committee really handled most of these cases without coming through my office, and this system has been in effect for 30 years and has worked very effectively.

**Sanders:** I wonder what the idea back of all this is. Are we trying to make the penalty fit the crime, or discipline students as a means of reconstructing the boys?

**Alderman:** I should say the latter. I am not responsible for these questions.

I received a letter this morning from a boy whom I had sent home ten days ago. He was not quite certain as to the state of his mind when he was leaving. He said in this letter, "You told me as I went out of the office that probably you were doing the greatest favor for me. I did not

believe it, but I have been home and have thought it over, and I quite agree with you now."

I wrote him immediately that he could come back. I think that boy will come back and he will fit into the picture as he never did before. That is perfectly obvious that it is the latter thing.

I think we shall have to leave this bothersome question and go on to two others. Our time is limited.

Of late years colleges and universities have been doing much more with respect to the placement of their graduates. There was a time when we were interested in educating them and interested in placing those who went into teaching, but did very little with the other people.

Several of these questions seem to indicate that the deans are wondering whether they ought to have more part in vocational guidance in the direction of the studies which the students elect, leading to their professions and in the placement of them. I have asked Dean Fisher of the Committee to take this subject.

**Fisher:** Mr. Chairman, I am not sure that I can throw very much light on this subject or much that will be of help to those who are here. The subject divides itself into two or three parts—the matter of choice of subjects which shall lead to the profession the student may want to follow.

In our institution it is partly settled when the student arrives and signs up for the program that he wants to follow. If he wants to be a chemical engineer, he signs up for that particular program. And he has made that choice before he ever comes to the university. If he wants to be a farmer he signs up in the School of Agriculture, probably having discussed the matter with someone. Those early selections the university does not usually advise. They do not have much of a chance. Quite a few parents and students come into my office during the summer to discuss the matter of living expenses and problems of that kind, but only occasionally does anyone ask me what course he ought to follow. Of course it is a question which one cannot answer when he does not know anything about the boy or girl, the kind of background they have had. Very often those questions we have been asked to answer are asked with the hope of finding out what field of university work would enable the student to make the most money, providing he should succeed in graduating in that particular choice of work.

One can, of course, see that is not the good way of choosing a life profession. I try to break that down so far as I am able. Many students have talked the matter over, perhaps with the Dean of the School of Agriculture or Engineering, and so on.

Most of the work of guidance that I am able to do is done after the student has arrived and perhaps is not doing well in his work and is unable to know what to do about it. I do interview a great many students in that way.

Speaking for myself, with students who are not doing well in their work, not attending their classes, not passing their work, not showing an attitude of interest, I have tried to find out in many cases what it is they are interested in, why they came to our institution, what they want. You can get a good deal of information out of those thoughts.

Very often a student is honest enough to come in and say why he came there in the first place. For instance, the father may have insisted on his being an engineer because he, the father, is an engineer. Or it will be a case of his uncle or aunt insisting on his taking a certain line of work because they knew someone who had a very fine job following that line of work.

Years ago, on readmission of a certain student who had not done well on courses of engineering, we asked him why he took it. He said that he did not want to take civil engineering in the first place, but that he had to do that or not be there at all.

Another instance of that kind is, I may say, an example of what I tried to do in the matter of guidance. A student came to us from South America three years ago, signed up in the School of Science. He got along very well. He went home last summer for his vacation and when he came back he changed to civil engineering. He did not do very well in it, did not even come to class. His instructors complained about him and indicated that he was not doing anything. I called him in and asked him what it was all about.

After the second interview he admitted that he did not want to change to civil engineering, but that when he was home it was said that unless he changed to civil engineering he could not come back. He wanted to come back, so he agreed to do that. But he found civil engineering entirely to his dislike, and was not doing anything in it.

I wrote his mother and explained to her as fully as I could. The boy himself wrote to his mother and explained about his difficulty. I sent a letter also to an uncle who lived in Illinois. The upshot of it was that I received as soon as possible from the mother a statement that she thought she was mistaken, and she let the boy change back to the original course. We let him do so and I think this semester and in the future he will succeed.

I have tried to show a good many students who were not doing well in their work that perhaps they were in the wrong place and that they were trying to do something nature had not intended them to do. When one can change a young fellow's ideas and get him voluntarily to go to another institution and voluntarily drop out of school, I think we make a friend rather than lose one.

Another phase of this that the Chairman mentioned in asking me to speak: In the elective system in the sophomore year or some other time, the student has to make a choice of electives that will direct him into a certain field of work. Those choices are made pretty largely under conferences with those of the particular school in which the student is interested. That particular guidance can be given best by those who are experts in that particular field, who can tell the student what he will have in this direction or that direction and what the probabilities are of succeeding.

I feel the university should do more than is done in the way of guiding students in the selection of their work. So large a number of students come to our institution not clear as to what they want to do. They flounder around a year or two before they do find out what they want to do. I have said to a good many students and their parents, too, that even

though the student may take a year to find out what he wants, it is time well spent providing he does not fall into bad habits of study or other kinds of bad habits. A student who passes his work and makes good grades, particularly on fundamental subjects, is not losing time.

The matter of placing men after they have graduated does not fall in my province, except as a matter of advice and suggestion. That is handled quite largely through the various departments and institutions, and particularly the office of the personnel department. Personnel offices for engineering and so on do a great deal of work in the way of helping graduates and prospective graduates in forthcoming years.

That is all I feel I can say unless there are questions.

**Alderman:** Five minutes for discussion.

**President Lobdell:** Gentlemen, we have to break in on this report to have two resolutions presented by the Committee on Resolutions.

**Stephens:** On behalf of the Committee I wish to offer two resolutions at this time.

"RESOLVED, That this Association urge the adoption by Congress of the amendment to the Home Owner's Loan Bill, extending the provision of this bill to include college fraternity and sorority house building associations to permit refinancing of their properties used for housing students. Such a provision is essential to save many of these properties for the use for which they were built, and be it further.

"RESOLVED, That the Secretary of this Association be instructed to forward a copy of this resolution to the Chairman of (I do not have the name of the particular Committee of the House of Representatives to which this would go. That will be provided in due time after the Association sees fit to adopt this resolution)."

Mr. Chairman, I move the adoption of this resolution.

**Bishop:** I second the motion.

**Stephens:** May I at this time bring to the notice of the Association a fact which I suppose is recognized by a good many and which very possibly is of no particular moment one way or the other? It is an observation that has nothing to do necessarily with the merit or demerit of this resolution, but it does refer to the fact that if this is adopted, it will put this organization on record as favoring certain political or governmental policies and in connection with which, as far as I know, it has not been the regular practice of the Association to commit itself, for or against. My membership in the Association is far more brief than that of a number of the others here, and I very possibly am in error in thinking that it has not been the practice of our body to go on record in connection with any such matter as this.

There is a second reminder, that possibly it would be felt that the proper channel through which this action should finally reach its objective would be the administrative heads of the institutions represented here. It is the thought of the Committee that these facts should be brought to the notice of the Association.

**Tolbert:** We passed it on to the President. We endorsed the idea and the President also wrote to the proper authorities. I question the advisability of our Association adopting a resolution such as this.

...Discussion off the record...



**Julian:** We are not trying to tell Congress anything. The Home Owner's Loan bill is on the statute. The privilege is to be extended to everyone. This is merely an amendment to that bill to help these fraternities. I do not see why we are going on record on anything. We talk about helping the fraternities, why do we not help them? Is this to be sent to a Committee or to Congress or to the Commissioner of Education?

**Stephens:** The resolution says Congress.

It should be sent to the official or functionary with whom it will have the greatest effect. There was a suggestion that it ought to be directed to the Chairman of the appropriate Committee of the House. I may speak for the Committee in saying if it is to be sent at all, if in being sent it would be more effective perhaps to have it be directed to the Commissioner of Education, we stand ready to recommend such modification.

**President Lobdell:** Do you wish to change your resolution?

**Stephens:** I stand ready to suggest a substitution of the expression "Commissioner of Education," for "The Chairman of the Committee of the House."

**President Lobdell:** Does the seconder of this resolution accept that change?

**Bishop:** I am in favor of sending it both places, myself. I will accept the change in view of the comments made.

...The resolution as amended was voted upon and carried...

**Stephens:** Another resolution:

"WHEREAS, The Association of Deans and Advisers of Men believe that the operation of the F.E.R.A. in the colleges and universities of the country during the second semester of the present academic year has been the means of enabling a large number of worthy students to continue their college work, and at the same time indirectly to reduce the number of unemployed, therefore be it

"RESOLVED, That the Association go on record favoring the continuance, and to forward a copy of the resolution to the director of the F.E.R.A."

Mr. Chairman, I move the adoption of this resolution.

**Thompson, St. Olaf College:** I second the motion.

...Discussion off the record...

**Bursley:** Mr. Chairman, I am in favor of doing anything we can to help the student, but I am absolutely opposed to having this organization turn into a lobbying organization. I shall vote against any resolution of this kind.

**Thompson, St. Olaf College:** I am mighty interested in this resolution because of the situation that exists in Minnesota with the threatening results that appear for this coming year. I believe I am heartily in agreement with the dean from the University of Michigan that we should not do any lobbying, and I would be willing to have this resolution modified to this effect,

"Providing the federal government would find it necessary to assist in helping the people in the coming year as they have done in the past, that this branch of the aid to our citizens be considered."

The federal government has been interested in getting as many people

as possible occupied, and I believe that you cannot point to any part of the government agencies in the past years that has kept as large a number of people off the labor market as did this movement that the government put through in granting this money to students and by that enabling them to stay in college, and allowing any students who were out of college the first semester to return the second semester. For that reason I feel that this organization, in presenting this matter to our President, is not becoming a lobbying group. We should be interested in the students who are in our universities and colleges being permitted to continue their work, for the men who are in our institutions today are the leaders of tomorrow, and I am sure that everyone of us should be interested in their being permitted to continue without interruption, if possible.

**Weng:** When Mr. Bursley got up, I felt for a minute as he did. I do not like this lobbying, but after thinking it over, I feel we will not be lobbying. If we were asking for something for ourselves I would vote against it, but we are asking for something for students who need help. It is an absolutely altruistic matter that we are considering, and I believe we would be justified.

**Jones:** Speaking for the resolution, I agree with Dean Bursley that we ought not to venture into the field of lobbying for any measure however worthy which is of that nature. The resolution, however, is drawn to prevent our having any such responsibility.

I think, as men who come in contact with students who have need for a chance to earn their way in college, we would be acting reprehensibly if we kept silent and did not express our opinions. I believe a college president is well enough versed in handling situations of political import so that he can follow the proper channels to get it if it can be gotten.

**President Lobdell:** The Chair could call your attention to the fact that it is going to every standard college.

**Park:** There is a statement in the motion I would like to oppose. I feel it is wrong in principle. We can undoubtedly look for the same attitude on the part of our colleges and college students which has only been mentioned. If the feet of the students of the country get into the public trough, it will be a long time until they get out.

**Cole:** We have not answered Mr. Greenleaf's question. He has asked if we should ask for the college or for the student. Without the college we could not have any students. It seems to me if there are schools that need the money, my preference would be for the schools first, then the students.

**Greenleaf:** Consider the C.C.C. camps in this connection. Money, as you know, was appropriated in some 1,500 camp establishments. These camps were to take care of the boys who are pretty destitute, who need to help their families at home, and so on.

I happened to visit several of these camps in Virginia last December. The boys were properly fed and clothed. The camps were good camps. It was too cold for me, but for the boys who were well clothed and interested, it was all right. I could have enjoyed myself had I had the warm clothing and mittens and one thing and another that went along with it.

Those things are to be continued, probably one reason being that there is a vast amount of money invested in those camps. Do the boys want to

stay? Yes, they do. They like the camps. Another question comes up, are they being hospitalized? Yes. The boys like to stay there. They do not want to come out.

It is going to be hard to bring the boys in college out. It is not a question of it not being a good thing or of them liking it, but whether it is really a good thing for the boys.

**Tolbert:** I am still questioning the advisability of our Association doing anything that looks like lobbying. I do believe that, since the Office of Education has had so much to do with getting this F.E.R.A. money, and since we all believe it has been a good thing, that our thanks might be sent to the Commissioner of Education, for this. I doubt the advisability of circularizing all the colleges of the country, and I doubt the advisability of sending it to any political agency in Washington.

I am going to make a substitute motion: I am going to move that these resolutions be sent to the Commissioner of Education and that they be worded to express the thanks of this Association for having done this for us, then stop at that.

**Thompson, University of Omaha:** I second the motion.

**Stephens:** It seems to me that this objection and the objection to the resolution that was first before us are on two separate bases. One voiced by our President and Secretary was on the matter of cost, to which objection there is undoubted pertinency, but the character of it seems quite unrelated to that of the other objection voiced by Dean Bursley and Dean Park.

So far as the attempt to meet the first objection is concerned, it may be suggested that as a possible substitution for that these addresses be sent to the respective state chairmen; one of the members on the Resolutions Committee suggested to me a moment ago that that might be done.

The other was that this resolution comes from the Committee by no means with a 100% conviction that our body will be doing best if it adopts it. I may say for myself that I was surprised at the evidence of the number of our members who appeared to be in favor of the idea. It was largely on the basis of that evidence that the Committee formed the resolution in the manner it did.

Referring next to the amendment to the resolution, I cannot avoid the conviction, speaking frankly, gentlemen, that it is a veiled, and none too thinly veiled, desire to accomplish the same end. What would be the particular reason for this body expressing its thanks? We should be either for it or against it. It seems to me for that reason, in part, that I shall vote against the amendment.

I think we would do best to try as partial help, to arrive at a judgment that is acceptable to each of us to see whether valid distinction is to be made among the numerous calls, the multitudinous calls that have been made upon the federal treasury. I am among those who so far think we see a very real distinction, a very pronounced distinction on the basis of merit among these many claims.

I am not unmindful of the possibilities that go with this. It is not intended to weaken their value as far as it attaches to ideas embodied in this resolution. It is not for me to say that for myself the adoption of

this would be a wise move. But I do feel it is of sufficient value to justify the very earnest consideration of this body before we dispose of it one way or another.

**Dirks:** I do not agree with Dean Stephens, that nothing should be done. There is no one in the university, who knows the F.E.R.A. who does not know that if we sit with our mouths shut and get nothing, we deserve it. It seems to me the least we can do is to express our gratitude for the help that has been given, and I do not think that necessarily implies a veiled begging for more money.

This thing has done a great deal for our colleges. We will all admit that. There is possibility for doing a great deal more. I have not shared the fear of Deans Park and Bursley of our becoming a lobbying organization. We have a long way to go yet, but it seems to me that certainly we should say something in this meeting and not grumble next year because nothing was done. We know better than anybody else on any campus what the thing is doing, and we ought to say something about it.

**President Lobdell:** Further discussion?

...Rising vote on Dean Tolbert's substitute motion. In favor (14); Opposed (10). Substitute motion was carried...

**Dirks:** I wonder if the Committee on Resolutions would not rewrite it and submit it either for further discussion or for final adoption. I think we know now what has been agreed upon and I think we could put it over.

**President Lobdell:** Unless there is objection the Chair will request the Committee on Resolutions to do that and present it at tomorrow morning's session. We will continue with the Question Box tomorrow.

...The meeting adjourned at four-thirty o'clock...

## SATURDAY MORNING SESSION

March 31, 1934

The meeting convened at nine-ten o'clock, President Lobdell presiding.

**President Lobdell:** We will have the report of the Executive Committee.

**Gardner:** Mr. President, this report from the Executive Committee embodies certain actions which do not need the approval of the Association but one or two matters upon which the Association must act.

The first, adopted as a matter of policy, was that for the present, the National Association of Deans and Advisers of Men will not hold any joint meetings with other Associations.

The next adopted was to file and publish the bibliography prepared by Kenneth Agerter of Northwestern University, and to express the great appreciation of this Association to him for his fine piece of work. Mr. Agerter spent a great deal of his own time and energy in preparing it, and the Executive Committee wished to express the thanks on behalf of the Association to him.

Next, the Secretary was instructed to prepare some bound sets of the Minutes of previous meetings. He was ordered not to spend over \$30, and the copies are to be sold to the members at cost. During the past year we have been collecting the Minutes of the previous meetings, and due to the cooperation of certain men like Dean Goodnight and Dean Bursley, we have had at least one copy of the minutes of every meeting.

The Secretary was instructed to continue the procedure used last year in publishing the minutes. Three copies are to be sent to member institutions unless more are requested and there is to be an insert in one copy to suggest that the member file a copy of these proceedings in his library. Secondly the editing of the Minutes was placed in the hands of the Secretary.

This decision is more important than it appears. Last year we attempted to publish the minutes without that long, laborious process of mailing back to you all the pearls of wisdom which you had expressed at the meeting and letting you return them to me. Hence the minutes were published 60 days after the meeting, not 6 months. The Executive Committee considered it would be advisable to follow that same plan.

There is a motion to be presented for the action of the Association,

"That the Editor of the Association be empowered,

"First, to issue a bulletin containing matters pertinent to the Association once or twice in the next year,

"Second, to issue one or more monographs on matters of interest to deans of men,

"Third, to endeavor to establish relations with a reputable journal in the field of higher education for the publication of certain articles prepared by various deans.

"The Association allots \$100 to the editor to carry out any one or all of these projects at his discretion."

It was suggested that the Editor might be able to establish relations of cooperation with the United States Office of Education to secure the publication of some of the above. I move you the motion, Mr. Chairman.

**Goodnight:** I second the motion.

**Gardner:** We had a "*Counsellor*" published by this organization which met with some disapproval and considerable approval. We issued only one number. Financially we came out all right, but we have never had sufficient money to continue it. I feel there should be, and I think many of you would like to see, a circular or a little bulletin containing personal comments. It could be a mimeographed document on our letterhead. Also it has been suggested from time to time that there were certain articles given on the floor of this conference which are of interest to us all and possibly to other people in the field of higher education, and that there are members here competent to write other articles which would be of interest to us all. These might be published as a small, printed monograph under the name of this Association. The cost would not be prohibitive unless the writer happened to get verbose; and on the other hand, it was felt by all the members of the Executive Committee that one or two journals in the field of higher education would be more than willing to publish articles from certain members of this Association.

As most of us know, it is rather embarrassing as an individual to approach a magazine for publication; however, the editor could do that. If he could establish certain relations the Editor might approach several members of the Association for editorial material. You will note that the editor is not allowed to spend more than \$100.

**President Lobdell:** Any further discussion?

...The motion was voted upon and carried...

**President Lobdell:** A motion is in order to accept the report of the Executive Committee.

**Bursley:** I move the report of the Executive Committee be accepted.

**Goodnight:** I second the motion.

...The motion was voted upon and carried...

**President Lobdell:** We will have the Treasurer's Report.

...Secretary Gardner read the Treasurer's Report...

### TREASURER'S REPORT

#### NATIONAL ASSOCIATION OF DEANS AND ADVISERS OF MEN

April 29, 1933-March 29, 1934

##### Receipts

Balance Carried Forward .....	\$250.14	
Registration Fees—1933 Meeting .....	46.00	
Membership Fees (61) .....	574.00	
Minutes Sold .....	3.00	
<b>Total</b> .....	<b>873.14</b>	
Less Items Uncollected (3) .....	30.00	
<b>Total Receipts Collected</b> .....		<b>\$843.14</b>

##### Disbursements

Printing and mailing minutes .....	\$264.40	
Reporting of 1933 meeting .....	50.25	
Telegraph and telephone .....	1.00	
Convention expense—1933 .....	2.00	
Printing (Miscellaneous) .....	\$ 4.50	
	3.36	
	3.85	
	14.75	
<b>Total Printing</b> .....	<b>26.46</b>	
Postage .....	\$ 1.00	
	1.30	
	3.00	
	6.15	
	4.80	
	2.50	
	3.50	
	4.00	
<b>Total Postage</b> .....	<b>26.25</b>	
Express .....	1.74	
Tax on Checks .....	.40	
Stenographic Service .....	.75	
	2.00	
	2.50	
	7.35	
	3.30	
<b>Total Stenographic Service</b> .....	<b>15.90</b>	
<b>Total Disbursements</b> .....		<b>388.40</b>
<b>Cash on Hand—March 29, 1934</b> .....		<b>\$454.74</b>

**Field:** I move the approval of the Treasurer's Report.

**Cole:** I second the motion.

...The motion was voted upon and carried...

**President Lobdell:** The Chair recognizes Dean Stephens of the Resolutions Committee.

**Stephens, Washington University:** The following is an attempt to embody the idea set forth by Dean Tolbert yesterday with reference to the position to be taken by this body concerning the matter:

"RESOLVED, That the Association of Deans and Advisers of Men hereby wishes to express its appreciation to the Commissioner of Education and the Administration of the F.E.R.A. for providing aid through the medium of the colleges and universities to worthy students who, without such aid, could not have continued in college during the second semester of the year 1933-34-."

Mr. Chairman, I move the adoption of this resolution.

**Tolbert:** I second the motion.

**Cole:** Could I add an amendment, "and to the C.W.A."?

**President Lobdell:** Are you willing to accept that, Mr. Stephens and Mr. Tolbert?

**Stephens:** Yes.

**Tolbert:** Yes.

**President Lobdell:** Is there any further discussion?

...The motion as amended was voted upon and carried...

**Stephens:** "Whereas, the Sixteenth Annual Meeting of the National Association of Deans and Advisers of Men has brought to its members present the joy of renewal of prized fellowship, helpfulness to meet the varied problems going with such office, and inspiration to strive more unremittingly toward larger achievement, be it therefore

"RESOLVED, That sensible of the generously adequate provision that has been made by Dean and Mrs. Armstrong, Assistant Dean and Mrs. Rollins and the other members of their office staff for our comfort and pleasure, we hereby express to them our grateful appreciation;

"And our thanks to President H. E. Lobdell, Secretary D. H. Gardner and their colleagues on the Executive Committee for their successful conduct of the affairs of our organization during the past year, and for the very worthwhile program characterizing the convention;

"To President Walter Dill Scott, of Northwestern University, for his gracious address of welcome;

"To Dean Emeritus Stanley Coulter for his inspiring address of a kind so distinctively characteristic of him;

"To Dr. Francis W. Shepardson, President of the Association of College Honorary Societies, who gave valuable light on matters which are to us of increasing moment;

"To Northwestern University for the bestowal of its most generous hospitality on the occasions of its dinner and its banquet in our honor;

"To the Young Men's Christian Association of Evanston which, through its manner of making available to us its every facility and accommodation, made us conscious that we were in real sense its guests."

Mr. Chairman, I move the adoption of this resolution.

**Park:** I second the motion.

...A rising vote of thanks was given...

**President Lobdell:** A motion to discharge the Resolutions Committee is in order.

**Smith:** I so move.

**Fisher:** I second the motion.

...The motion was voted upon and carried...

**President Lobdell:** We will now hear from the Committee on Nominations and Place of Convention, Dean Bursley, Chairman.

**Bursley:** The Committee has had a very difficult task this year. As you know, we have had invitations from most of the South, running from Florida on the East to Texas on the West, and including everything in between—Tennessee, Louisiana, and Oklahoma.

We could not take all of them. We thought for a while of chartering a bus and having a tour of the South, but we could not agree as to just what time we would all get there.

Then we had a little trouble in selecting the officers, but there was a point on which we agreed and I will announce that first. That is, that we recommend the selection of Dean Alderman as Vice-President and Dean Gardner to succeed himself as Secretary.

When we came to the selection of the President and the place of meeting, as I say, we had difficulties. The gentleman from Oklahoma helped out by withdrawing his invitation. Dean Moore and Dean Massey again helped by staying away. That left the competition to our friends from Florida and Louisiana. Dean Tolbert forgot one point, or perhaps he hesitated to bring it up, that was that he forgot to mention the fountain of youth which is supposed to be there, but perhaps he did not dare mention it to any members of the Committee for fear they might consider the reference to be personal.

At any rate, we forgave him for that and finally after much thought and considerable energy, as you will realize when I tell you we met at seven-thirty this morning, we decided to recommend for the coming year that the meeting be held at Louisiana State University, and that Dean Tolbert be elected President.

**President Lobdell:** The Chair assumes that the Committee has already investigated the fountain of youth and found it ineffective.

Are there any other nominations from the floor?

**Sanders:** I move the adoption of the report.

**Field:** I second the motion.

...The motion was voted upon and carried unanimously...

**President Lobdell:** Does the incoming President care to take the Chair?

**Tolbert:** It is indeed an honor I do not merit, but I certainly appreciate it. I consider it one of the most worthwhile honors that has ever come to me, because of the type of people that comprise the membership of this Association.

I pledge you my best efforts. I pledge you all that I have, and my only wish is that I may be as suave and competent a presiding officer as we have now. I trust that when we meet at Louisiana State University we will have the type of hospitality for which it is famous, and find is somewhat like the hospitality at Evanston. I thank you.



**President Lobdell:** We would like to hear from the new Vice-President.

**Alderman:** I should like to express my appreciation for the help given with the Question Box, both to the leaders of the discussion and those participating from the floor. It was a decided experiment of which I was not the originator, but it might be well to perpetuate certain features in other years.

**President Lobdell:** Time is rather short, and I am going to insist that we proceed and not hear from Baton Rouge until later. There will, however, be an opportunity.

A motion is in order to discharge Dean Bursley's Committee.

**Culver:** I move we discharge the Committee on Nominations and Place of Convention.

**Fisher:** I second the motion.

...The motion was voted upon and carried...

**Goodnight:** The Committee of which Dean Bursley was Chairman made no recommendation as to time. I move you that be left to the Executive Committee.

**Cole:** I second the motion.

...The motion was voted upon and carried...

**President Lobdell:** Dean Turner, will you report for your Committee, please?

**Turner:** I am afraid that you will feel that this Committee has been indulging in an unrestrained emission of verbiage. After working hours yesterday and this morning, we boiled and cut, and we are still a deal farther from what we would like to have for a report, but we do not see any way out of it. Our report is in the form of a series of resolutions.

"Whereas, the Executive Committee of the National Interfraternity Conference and the Educational Advisory Committee composed of members of this conference met on February 17, 1934, to devise methods of closer cooperation between fraternities and educational institutions and to formulate an effective basis for such cooperation, and

"Whereas, certain criteria of fraternities were established with the unanimous endorsement of the members present at the meeting, and

"Whereas, it has been and is the opinion of the National Association of Deans and Advisers of Men that social fraternities may be an educational asset of real value, be it therefore

"RESOLVED—1. That the National Association of Deans and Advisers of Men expresses its willingness to cooperate with the National Interfraternity Conference and with the chapters of fraternities to attain and maintain the standards set forth in these criteria.

"2. That in expressing this willingness, the National Association of Deans and Advisers of Men reminds the chapters and the National Interfraternity Conference that chapters of all fraternities of all campuses exist with the permission of the institution, and therefore that the primary loyalty of the individual student fraternity member should be to his institution.

"3. We would further remind the National Interfraternity Conference and the chapters of fraternities that each institution must be the interpreting authority of these criteria for chapters on its own campus.

"4. That as Deans and Advisers of Men we may be mutually helpful in establishing these standards.

"5. That the Deans and Advisers of Men insist that it be incumbent upon the chapters of fraternities to accept the leadership of the institutions in attaining these standards, but that the primary responsibility for their attainment must be placed squarely upon the individual chapters.

"6. That in the event any chapter on any campus fails within a reasonable time to meet the established standards, the Dean of Men shall inform the national officers of the fraternity and the National Interfraternity Conference and request the withdrawal of the charter of the chapter.

"7. That these resolutions shall be transmitted to the Executive Committee of the National Interfraternity Conference with the statement that the National Association of Deans and Advisers of Men will lend its heartiest cooperation and expect reciprocal cooperation.

"8. That these resolutions shall be transmitted to the presidents of all institutions to whom criteria have been sent."

Mr. Chairman, I move the adoption of this resolution.

**Tolbert:** Second the motion.

**Cole:** I would like to change one word. Instead of "expect reciprocal action," I would suggest, "request reciprocal action."

**Turner:** I accept the change.

**Tolbert:** It is all right with me.

**Thompson, University of Nebraska:** When I received that set of criteria from the national headquarters of the Interfraternity Conference, I set them aside and said to myself, "I will not send them to our fraternities because I can see no particular reason for doing so." I considered them at the moment an affront to the intelligence of the members of the fraternities. Most of the things that they set out are taken for granted by any institutional organization that sets up to be anything.

I can hardly conceive of the personnel of that Committee drafting those criteria, dropping into that attitude and promulgating that set of criteria. I can see no essential reason for them. It has always been understood that the fraternities should cooperate with the universities. If the implication is that they have not been doing so I regard the institutions as responsible for such a situation.

If that is the case, the institution does not merit the respect of these fraternities. I believe you have put some teeth into it that may be helpful, but I cannot believe that we can hold the respect of the average undergraduate student and confront him with that.

I have not sent out these criteria; I do not intend to send them out for that reason.

**Armstrong:** I would like to talk on that. I think there is a very strong element of truth in Dean Thompson's viewpoint. I feel so far as Northwestern is concerned that our set-up has already secured a lot of concessions that might be represented in criteria. In other words, our fraternities are always on the university campus. They are in buildings that have been financed by the university, though the organizations put up 25% of the money.

We have no trouble about the organizations admitting the essential

right of the university to intervene in chapter affairs, either with their moral standards or standards of conduct.

So, while agreeing heartily with Dean Thompson, I appreciate the fact that there are some organizations that have refused to admit some of the basic attitudes that are represented in that report. I believe that a study of the National Interfraternity Conference minutes over a period of even the last three years will indicate that certain fraternities on certain campuses have fallen short of these criteria, and I therefore feel that an genuine statement might have some positive effect in correcting the attitude of some die-hards in the fraternity organization.

I feel furthermore, as I said the other day, that this is merely a statement of attitude. A lot more important than this whole situation is the functional cooperation which should come between or arise within this Association and the Interfraternity Conference. We can be mutually helpful in working with the fraternity situation. We should be mutually cooperative, and it is because I feel this is only a start, that I favor it quite heartily. In fact I have been quite mystified to see that in the report sent out from the National Interfraternity Conference, and even in the report of our Committee, no mention has been made of the other item of business that was taken care of in that New York meeting, namely, that the Committee of six deans was to work directly with Mr. Duerr's Scholarship Committee.

You will recall, those of you who were present at that meeting, that one of the demands was for something practical. One of the concrete suggestions coming out of that meeting was that this Committee should give Alvin Duerr's Committee their cooperation, that it should study the interfraternity scholastic picture and make such practical contributions as it could.

As I say, I support this because of the more general aspects of this whole proposition; however, in many of its individual applications I can see why Dean Thompson should have reservations.

**Field:** I would like to say two or three things with reference to the thoughts that have been brought out.

I received copies of those criteria before I left the campus, and read them over carefully, although our fraternities are very much in the same relation as far as their administration is concerned as those spoken of by Dean Armstrong.

I immediately sent copies of those criteria to each one of the fraternities, understanding myself that that was reiterating what I had already reported to them as the attitude of the national officers and the Interfraternity Conference. On the other hand I know about a number of campuses in which there is no cooperation, between the individual fraternities themselves or between the fraternities and faculty.

Such a campus certainly needs a statement of that kind in order to show them how far behind the times they are. It seems to me that is one of the greatest things that has ever been sent out to the presidents, to the members of the fraternities on the individual campuses, and I believe it will help foster the thing that the Interfraternity Conference has stood for for these 25 years.

**Sanders:** May I remind the Association of Deans of Men that our

meeting in New York was merely the first move in what I like to think of as a new relationship between the fraternities and educational institutions. Of course it is not likely that the statement handed out in that conference fits all the situations all over the country.

By way of repetition I may say that some of us had in mind more concrete suggestions, but after hearing from the various deans who represented a wide variety of institutions, and after conferring with fraternity leaders, most of whom Executive Secretaries, we came to the conclusion that our first step would be embodied in a set of standards.

I should like to second what Dean Field has said with reference to the wide and varying conditions that prevail over the country. They are not all in the happy relationship which Dean Thompson described. While it is true that fraternities and colleges have assumed some of the things that were embodied in the criteria, it remains nevertheless that all of those thoughts should be stated in some simple fashion so that even a freshman could understand them.

We feel that the fraternities ought to be put on record with reference to some of these vital concerns. We feel also that the Deans' Association should take a stand such as it has never taken before with reference to fraternities.

As I stated the other day in my formal address and in the remarks that followed, if we do not believe that fraternities are educational assets or may become educational assets, we ought to say so, and further, we ought to see that they are removed from the campus.

So far as I can discover, we are practically unanimous in our judgment that fraternities may be general educational assets, and on that assumption it is my thought, as Educational Adviser to the Interfraternity Conference and as a member of this Association, that we should take some step comparable to what Mr. Turner and his Committee have prepared to assure the National Association and all members that hereafter the Deans of Men in this country expect fraternities to integrate themselves in the lives of the colleges, and that if they do not do it, we, as individuals and as a body, shall take such measures as will compel them to be eliminated from our educational system.

So far as I can see it is merely a first step, and because it is a first step, I covet the experience and the advice of all of you in helping the Educational Advisory Committee, all of whom are members of this body, in relating colleges to fraternities and fraternities to colleges in such a way that general educational interest shall be advanced.

The matter of being Educational Adviser is of some concern. The office may be a purely perfunctory one, but if the adviser has the assistance of a Committee, it is possible to make the work of the Interfraternity Conference really significant on every campus on this country.

And I believe that not until the experience of the Interfraternity Conference and its methods of dealing with fraternities and their problems are brought to the campuses shall we have the kind of fraternity life we ought to have, however, much the institutions may desire that. There is something more involved here than just the desire of the institution. You have here, as former President Williams pointed out, an organization more or less horizontal and it is coming into conflict with organizations

more or less vertical. Once the spirit and attitude and methods of the Conference are made real and concrete on the campus by a series of steps which we shall subsequently outline as our experience and experiments warrant, I believe we shall have a new relationship, and I look forward to that day.

In this discussion three or four speakers have reminded me of the head of a department when the budget was made up last year. He told the President, "We are having to cut budgets, and I can show you where every department on the campus could be cut as to budget except my own."

We have heard from three or four men, and they have said this a good thing, but that it does not affect their own campuses. I am not so sure. I am afraid that I have some chapters that are not living up to these criteria and some that are not cooperating as they should and as they might. We in this conference for 16 years have "yapped" about fraternities and what we ought to be doing about them, and for 25 years the National Interfraternity Conference has been doing the same thing and saying, "Why do not the Deans of Men do something to help us out?"

Here is the start toward it. I believe it is a good thing. It is very much worthwhile. Some people said, "Why didn't you put some teeth into it?" We talked about it, but we thought it would be very well to wait a while and get the teeth set up. The baby is not born with the teeth in its mouth. They have to grow. Here is the first tooth. I would like to speak in favor of the adoption.

**Thompson, University of Nebraska:** May I say that I do not wish to be misunderstood? I think that this move this morning is a desirable one. I rather resented the sending of the criteria. I think that anything you can do to further the cooperation and strengthen the situation as it exists between institutions and fraternities is very desirable. That is particularly true in institutions where this cooperation has not been had.

Personally, I appreciate very much the warm cooperation of the National Interfraternity Conference. I think we will do well to join hands with that organization in furthering high standards. I do not question the high standards, but the sending of these criteria to the fraternities without any teeth in them and then to have the fraternity men ridicule them. What will we do about it if they do not follow that direction?

**Alderman:** Do we have this word "expect" or "request?" When I listened to Dean Cole I thought it was the courteous southern gentleman rather than the army major speaking, and I am convinced after listening to the remarks of Dean Sanders that the word "expect" does more nearly represent the purpose of Dean Sanders' Committee. Personally, I prefer the word "expect."

**Cole:** It suits me.

**President Lobdell:** We are on friendly terms with the National Interfraternity Conference, so that I do not believe it makes very much difference. At present it stands as "request." It has been accepted by the Committee. If there is no further discussion, we will put the motion assuming the word to be "request." If you prefer it the other way, vote no.

...The motion as amended was voted up and carried...

**Alderman:** I move we discharge the Committee.

**Goodnight:** I second the motion.

...The motion was voted upon and carried...

**President Lobdell:** We will have a further report from the Question Box Committee on one subject by Dean Field.

**Field:** Mr. Chairman, the topic assigned to me was the question of fraternities.

I appreciate very much the remarks that Dean Culver made yesterday, the personal remarks. I do believe in fraternities, and have for many years. As a matter of fact, I was thinking last night after reviewing the sessions of the days past, that I had been working with fraternities almost as long as the Interfraternity Conference, though not in connection with them. It has been 21 years since I was assigned to that task, and during these years I have seen a great many changes but in many other places changes are needed.

I am firmly convinced that the creed of fraternities represents the basic principles of real character in life. The national organizations back of these groups guarantee permanency. This has been especially evident, as many of you have noted, on the campuses which you represent, from time to time how the unorganized groups attempt to organize. During the period of the continuation of the strong officers of that first organization your group will thrive. Following that, as new leadership comes in, that group becomes more or less disintegrated because there is no permanency to the organization.

In many instances it has developed that such an organization grows into another fraternity. I have in mind one very marked illustration of that, when the entire non-fraternity group of a certain institution organized in opposition to the fraternity group but there were a great many of that non-fraternity group that did not even care to fraternize with one another. The administration of their affairs was put into the hands of an executive committee with a counselling group that was interested. After two years of time that executive committee and counselling group became an inner group within itself which did not permit the others to enter, and pretty soon that group became another fraternity and there was still the great unorganized, non-affiliating group on the outside.

We are familiar with this in fraternity organizations. The very nature of the membership of the fraternity—that is, the great turnover from year to year—requires constant or continual training. About four or five years ago, in reviewing the work that had been done among the fraternities of our campus, I was led to inquire as to how certain ideals of the fraternities might be promulgated in those fraternities. Certain traditions had grown up which did not correspond to the ideals of a certain fraternity, and the only way to eliminate those traditions and to re-assert the basic ideals of the fraternity was to train the new man as he came in.

I am trying to say briefly and quickly just a few of the interesting high-lights of this business of fraternity organization, this continual training that is necessary through a course of years. This training finally results in the attainment of the things we have been discussing here from time to time through this conference, the ideals that we hope to make a part of the student life of the fraternity member.

The organization on our own campus at present contacts directly the office of the dean of men from half a dozen different angles. There is a group of presidents which represent the Interfraternity Council; there is a group of treasurers which represent the finances of the individual chapters; there is a group of leaders of the pledge groups which represent this training of the new men that I was bringing to your attention. Then there is the group of stewards, or the men in the individual fraternities that are responsible for the conduct of the table; there is the buyers' association; and then in our community there is another very important group which is known in that section as the Southeastern Interfraternity Committee, organized with the direction and authority of the Interfraternity Conference about eight years ago.

That organization has been kept alive and more or less active, and at present is serving in a very strict way to promote the interests of the fraternities in that section of the Southeast.

I think it will be of interest to this group to know briefly about the problem that is confronting the fraternities in Atlanta at present, and the situation is such that, according to Dr. Shepardson, Atlanta represents rather a key to the situation in the Southeast. I am referring to the question of high school pledging.

Of course that particular situation in many communities is a thing of the past. In the Southeast it is very present, and due to a paragraph in a letter from Dr. Shepardson to me about three months ago, in which he says briefly, "I hope that you can do something about that rotten situation of high school pledging in Atlanta," I called the Southeastern Interfraternity Committee together and used that letter as a club. After reading them that paragraph we laid the cards on the table. Every one of them admitted that they had been doing high school pledging actively, and were continuing to do the same thing in self-defence because the other fellow did it.

After a discussion of an hour and a half they agreed to take the thing back to their own groups and attempt to get them lined up with the modern movement of eliminating all high school pledging.

These men attempted to pass the buck back to the campus, but I would not let them do it, realizing that they were the key to that whole situation in that section. Finally they admitted it and went to it. Resolutions were prepared and sent to these individual organizations in which the fraternity alumni agreed to eliminate high school pledging and do their utmost to get other fraternities to do the same, also their active chapters.

The report came in from the secretary of the conference just the night before I left and indicated that six or eight of those resolutions had already been signed and returned to him. On our campus I had received from eight of our 23 fraternities similar resolutions. The Emory campus is proceeding in the same way and very shortly we hope to have all the fraternities in that immediate neighborhood pledged to eliminate this situation. There is just one other campus to come into this movement before we will have had the situation well in hand.

I might quote a remark of Dr. Shepardson. He said, "If you can succeed within the next year in eliminating that from Atlanta, you will

have made one of the greatest forward movements in the history of fraternities in that section."

I have taken this much time to make that report to show you something about the progress of interfraternity work in that section. I might say that after a period of five or six years of effort, the fraternities on the Emory campus are becoming just as cooperative as those on the Tech campus have been in the past. The two campuses have worked together during the past two years in solving their interfraternity problems.

There is one other campus that needs considerable attention, and we have been driving toward the time when that third committee will join in working with the two already working, and then the fraternity picture in the state of Georgia will be well in hand.

I hope to see things accomplished in the next 20 years. This is discouraging to many people, because they want to see the thing done immediately. In this interfraternity work it cannot be accomplished that way. I am going to refer briefly to several of the questions that have been sent in.

In the first place, to what extent are the regular courses of training given to fraternity pledges? As far as I know, there are only three such places where reports have been made to that effect—the campus of the University of Minnesota has such a course; we have used such a course at Georgia Tech for three years now; Louisiana State University has used such a course for one year.

I am wondering whether any other campuses have such courses.

**Sanders:** We have.

**Field:** I would say that the course which we follow is merely a course supplementing the courses of the respective fraternities, helping the boys who are in charge of the pledges to give them a realization of the importance of such a course, and enabling those men to do really definite instructive work for their pledges.

**Goodnight:** Do I understand that course is given directly to the pledges or to the men who are in charge of the pledge groups?

**Field:** The leaders of the pledge groups are the ones. I contact directly, except in three mass meetings where certain basic principles are presented to all of them by a man called in to do that. This is an outgrowth of a request by the pledge leaders. The pledge leaders meet with me to discuss these problems. They admit they are not qualified to present to their pledges the basic principles; facing God, for example.

At their request we have a mass meeting and someone who knows what we are attempting to meet, some older man qualified to give that presentation of that phase of the work to the entire pledge group gathered together, comes in and gives that presentation. Does that answer your question?

**Goodnight:** Yes.

**Field:** I have asked Bishop Mikell to talk at these meetings. He is head of Kappa Alpha. He presents at the close of the course a challenge to the youth or a charge to them as to the opportunity and responsibility of fraternity life.

What measures are taken to aid fraternities in finances, records and economies? I suppose there are a great many of you that have different



methods. We are attempting to have frequent conferences with the treasurers of our fraternities and have them give reports periodically as to their financial situation.

What is the attitude toward "hell week?" I suspect that if we were to look back in the Minutes of this organization, and also refer to the Minutes of the National Interfraternity Conference, we would get a pretty good answer to that question. I believe that the idea is eliminated in a great many institutions. In our own institution the idea of hell week has been moved back and distributed along this period of instruction. Instead of concentrating on this one thought of hell week they are taking up individual cases through this period of instruction, and if they find some of those fellows particularly "hellish," they put it to them from time to time along that period. In other words, they are getting away from the period of initiation. This is on a par with the elimination of the rough stuff in the initiation. This, in a number of our fraternities, has been a very significant affair. Part of the initiation consists in a lot of rough stuff, then you turn around and try to challenge the men with the high ideals that the fraternity stands for, and in the mind of the average student, the two just do not jibe. That is the thing that we are attempting to get away from.

I know of two or three chapters on our campus that have absolutely eliminated that rough stuff in their final period of initiation, and the challenge of the fraternity to the youth in such a case is much more attractive and appealing than when it is associated with the rough stuff.

**Smith:** I think perhaps we have gone one step farther in this matter of "hell week." In working with the fraternities, we have evolved a plan whereby we say that not only during a certain period should these rough tactics be eliminated, but that all rough practices should be eliminated at all times. In addition, we have set up a minimum number of hours that a student should have for himself in the fraternity chapter house. The fraternities are to work out a plan so that the freshmen will not be interfered with at all for this period, for personal errands or for any reason, during the 25 hours a week. A man should have that much time to himself and not be required during that time to answer the doorbell or the telephone or run errands.

The plan has worked out very well. I have been pleased with the cooperation which we find they are giving. Scholarship has increased this year, and one of the reasons, I think, is the interest in taking in the freshmen rather than trying to coerce them.

**Field:** There was another question given to me, and I shall reply to it in my own way. What are the limitations, or what should be the limitations, on the organization of local fraternities and the supervision of local fraternities?

I will report on my own situation and then let you make similar reports if you wish. We have not had on our campus any local organization for eight years, I believe. The organization of locals is wholly in the hands of the faculty, and the Interfraternity Council. They both have refused to consider any increased organization until after the student body is very materially increased.

We have been running along just about the same as far as number

is concerned, and we have eliminated all of the extra special organizations. I would say that all locals with us are under the same rules as the national. They must observe the same rules; they must be supervised and obey the rules of the Interfraternity Council. Those rules of the Interfraternity Council, to be effective, have to be approved by the faculty which, in effect, is really an advisory committee that has control of such situations.

**President Lobdell:** May I interrupt? Dean Cole wants to catch a train, and he is anxious to make a speech.

**Cole:** Mr. President, Fellow Deans: On behalf of my institution I wish to thank the Committee and this group for accepting our invitation to come to Baton Rouge next year. I do not think we can give you as good a meeting as you had here, but we will approach it. Thank you.

**Field:** I have one other question, and the reason I am bringing this question up is because I want to make a report that has come to my attention. Do any institutions have a chapter of O.D.K. and also one of Blue Key, and how do they get along?

I understand that there are very few institutions where there are both of these, but in many cases where there have been both of them, one or the other of the two associations has absorbed the members of the other. In other words, they do not get along very well on the same campus?

**Smith:** I move we discharge Dean Field's Committee.

**Alderman:** I second the motion.

...The motion was voted upon and carried...

**President Lobdell:** We will hear Dean Culver's paper entitled, "A Phase of Student Welfare Work at Stanford University."

...Dean Culver read his prepared paper, entitled "A Phase of Student Welfare Work at Stanford University"...

### A Phase of Student Welfare Work at Stanford University

By DEAN GEORGE CULVER, Stanford University

In January 1924, the President of the University granted a group of women, not directly connected with the University, authority to organize what might be termed a welfare association to assist worthy and needy students. There was some hesitation on the part of the administration concerning the formation of the organization, lest it develop a fault finding or critical or mandatory attitude toward any University policies that might conflict with organization plans or policies. The women were informed of this apprehension and therefore included the following statement in their organization set up:

"Purpose, to bring together its members in social and intellectual intercourse; to keep in close touch with University Life, and, in all practicable ways, to aid the University authorities in promoting the welfare of the student body." It was agreed that nothing should be started that would not be welcomed by the college authorities—they granting permission for the club to do welfare work among the students.

Here are some of the things that this organization, "The Stanford Mothers' Club," has done for Stanford students. Starting their first year with \$205 in scholarships, they have gradually so increased their member-

ship and financial resources that in 1931-32 their scholarships amounted to a total of \$2,200. In 1932-33 there was a greater need for direct welfare work. As a result scholarship funds were limited to a total of \$1,300.

No scholarship has ever exceeded the amount of tuition and community fees for one quarter which are approximately \$114. Most scholarships have been for smaller amounts. Scholarship awards are based on need. They are non-competitive but are awarded by the Scholarship Committee of the University. The donors are allowed to name the proposed holders of such scholarships, provided the students named have a satisfactory general average in grades, i. e., the minimum grade demanded from the holder of any scholarship.

From the very beginning of this student welfare organization temporary places for convalescing students were found in the homes of members of the group. The students became for the time being members of the household. In October 1928, two rest homes were established, one for men and one for women. In these homes students, either recovering from hospitalization or not quite ailing enough for hospitalization, may be admitted and through proper homelike care and attention along with the right sort of food successfully go through the low periods of recovery from illness or escape the often serious consequences of neglected ailments such as colds, etc. The service costs the individual student \$1 a day. This includes room and food. The service really costs \$3 per day, but \$2 comes from the Student Health Service. The Mothers' Club pays the \$1 if the student is financially not able to meet the cost. The Mothers' Club pays the salary of the women in charge of these rest homes.

Up to the close of the academic year 1932-33, this welfare organization had paid out for the maintenance and operation of the two rest homes approximately \$9,200, and had raised over \$10,000 for this purpose. During the first year of their operation 16 men and 58 women were admitted to the rest homes. Last year 215 men and 177 women were admitted. There are no abuses in connection with taking advantage of this wonderfully helpful and constructive service. Students are admitted and discharged only upon the approval of our Student Health Service. A representative of the Student Health Service keeps a proper check on students after they have been admitted to the rest homes.

This particular service supplements the lack of proper care and treatment of minor cases of illness which cannot be properly handled in fraternity or sorority houses and other living groups. It is a wonderfully constructive and helpful piece of student welfare work performed by a splendid group of women. Those students who have been helped by this semi-hospital treatment under ideal homelike conditions leave the rest homes with a feeling of gratitude and personal appreciation that is a helpful factor in their convalescence.

That portion of the work of this women's organization which is particularly interesting to the Dean of Men's office relates to what might be termed the Dean of Men's wardrobe room for men. Just outside my personal office in what constitutes the lobby of my office suite there has been built a room fitted up like a good sized wardrobe establishment. In one end is a certain enclosed rack where is hung a well assorted stock of freshly cleaned and pressed suits and outer garments. They are all of

excellent quality, in good condition and attractive in appearance. Suits, jackets, trousers, and top coats are displayed. In cabinets on the side of the room are sweaters, shirts, underwear, socks, shoes, neckties, etc. All goods are thoroughly cleaned and laundered and are in first class condition. Frequently as in the case of certain popular styles of slipover sweaters they are new and fresh from some merchant's stock. A full length mirror completes the equipment of the room.

The matter of the distribution of these clothes has to be handled carefully and on a very personal basis with no publicity of any sort as to its individual disposal. Certain students whose needs are known are asked if they would be interested in "looking at the stock," etc., and finally they find themselves alone in the room with the door closed. Minor alterations of suits or top coats are paid for by funds from the Mothers' Club. There is no expense to students for anything that comes from the wardrobe except that students may pay for alterations if they so desire. This service is exceedingly worth while and very much appreciated.

It is astonishing to know the variety and fine quality of donations that come to the wardrobe. Many of the contributions that have come indirectly through the Mothers' Club are from very well to do families. I personally have interested many alumni who have sent excellent suits and equipment from as far away as Los Angeles. Several times tailor-made and only slightly worn suits have been sent in with the request that they go anonymously to certain boys.

During the academic year of 1932-33 the Mothers' Club spent \$700 in connection with the wardrobe. This included the cost of cleaning the clothing, paying for alterations and for out right purchase of various articles which this office recommended for certain individual students.

Since October 1, 1933 the following articles have been distributed to men students through the Dean of Men's office: 15 suits, 16 pairs of trousers, 4 jackets, 18 sweaters, 6 top coats, 23 shirts, 12 pairs of shorts, 7 pairs of shoes, 7 pairs of socks and 8 neckties.

During the Thanksgiving and Christmas holidays when the campus is practically deserted except for those students who come to the University from far distant places, the Mothers' Club gives a joint dinner for men and women students, with a party and dance held during the Christmas holidays.

In addition to the foregoing more or less defined activities of this organization there are countless advances of cash for emergency cases of need, for example the purchase of glasses, the payment of hospital bills, the purchase of textbooks, and the host of unexpected financial matters that confront needy students at all times and especially during recent years.

How does this organization raise funds for all its operations? First through membership dues of \$1 per year. At the beginning of each academic year the club sends a letter to the mother of each new student telling her of the work of the organization and inviting her to join it. The second source is gifts and monthly donations. In five years the rest homes received gifts totaling \$5,818. A third source is a proportion of the money collected on the campus from the sale of Red Cross Tuberculosis Seals. For the last five years this has amounted to a total of \$1,077.91.

It has been put into the treasury of the rest homes. A fourth source is benefit parties. One such "Chrysanthemum Tea" netted \$1,775.59.

The Mothers' Club holds monthly meetings in the Stanford Women's Club house. In addition to the social features and regular business of such meetings, there is usually a speaker from the faculty or administration who outlines in a popular manner some phase of University life and activity. These meetings are largely attended, many of the members coming from a great distance. They tend to create friendships between members and also a friendly and appreciative understanding of what the University is trying to accomplish for its students.

**President Lobdell:** We are glad the paper was read instead of being filed. Is there any discussion?

**Smith:** I would like to ask Dean Culver a question. Is there any attempt by these ladies to place these students in homes for employment?

**Culver:** We have an office that attempts to do that.

They make contact through my office. They have to live in the dormitory for a year before they are considered. I have never had any trouble. No one knows anyone that goes in there. The office is absolutely private and there is no reason why a fellow should be shy. Clothes sent in that would not be satisfactory are sent to the community house. All that are distributed are first class clothes.

**President Lobdell:** Any further discussion or questions?

If not, the meeting is open for new business.

Hearing no new business, a motion to adjourn is in order.

**Turner:** I so move.

**Bishop:** I second the motion.

...The motion was voted upon and carried...

...The meeting adjourned sine die at ten-forty o'clock...

## APPENDIX A

## Official Roster of Those in Attendance

<i>Name</i>	<i>Institution</i>	<i>Title</i>
Alderman, William E.	Beloit College	Dean of Men
Anderson, James, Jr.	Wooster College	Dean of Men
Annas, A. N.	Northern Illinois State Teachers College	Dean of Men
Armstrong, James W.	Northwestern University	Dean of Men
Bishop, Robert W.	University of Cincinnati	Executive Sec'y. Y.M.C.A.
Bosworth, E. F.	Oberlin College	Dean of Men
Bracken, Dwight	University of Illinois	Assistant Dean
Bursley, Joseph A.	University of Michigan	Dean of Students
Cole, J. P.	Louisiana St. University	Dean of Student Affairs
Coulter, Stanley	Purdue University	Dean Emeritus
Croft, Lysle W.	University of Kentucky	Assistant Dean of Men
Culver, George	Stanford University	Dean of Men
Dawson, F. M.	University of Wisconsin	
Dawson, Harold D.	University of Illinois	Assistant Dean of Men
Dirks, Louis H.	DePauw University	Dean of Men
Edmondson, C. E.	Indiana University	Dean of Men
Emmons, L. E.	Michigan St. College of Agriculture	Research Professor of Institutional Admin.
Field, Floyd	Ga. School of Technology	Dean of Men
Findlay, J. F.	University of Oklahoma	Dean of Men
Fisher, M. L.	Purdue University	Dean of Men
Fredericks, C. R.	University of Illinois	Assistant Dean
Gardner, D. H.	University of Akron	Dean of Men
Goodnight, S. H.	University of Wisconsin	Dean of Men
Graham, J. Clark	Ripon College	Dean of the College
Greenleaf, W. J.	Office of Education, Washington, D. C.	Specialist in Higher Education
Hahn, R. R.	Ashland College	Dean of Men
Heald, H. T.	Armour Institute	
Helser, M. D.	Iowa State College	
Jones, Dr. Lonzo	University of Iowa	Assistant Dean of Men
Jones, T. T.	University of Kentucky	Dean of Men
Julian, J. H.	University of S. Dakota	Dean of Student Affairs
Kuebler, Clark	Northwestern University	Head Tutor
Leftwich, L. L.	Oak Park Junior College	Dean
Lobdell, H. E.	Mass. Insti. of Technology	Dean of Students
Manchester, R. E.	Kent State College	Dean of Men
Mills, L. W.	Case School of Ap. Science	Assistant Dean
Murray, R. C.	Northwestern University	Graduate Student
Olson, O. E.	North Park College	
Orton, Dwayne	College of the Pacific	
Ott, Edward	Northwestern University	Head Counsellor
Park, J. A.	Ohio State University	Dean of Men
Penn, John C.	Armour Insti. of Tech.	Dean of Engineering
Priest, Arthus	Executive Secretary of Phi Delta Theta	
Reed, L. I.	Iowa St. Techers College	Dean of Men
Rollins, J. Leslie	Northwestern University	Assistant Dean of Men
Sanders, W. L.	Ohio Wesleyan University	Dean of Men
Selden, Joseph P.	Wayne University	Dean of Students
Shank, Donald J.	University of Akron	
Shepardson, Francis W.	President of Beta Theta Pi	
Smith, G. Herbert	DePauw University	Dean of Fresmen
Stephens, G. M.	Washington University	Dean of Students

## APPENDIX A (Continued)

<i>Name</i>	<i>Institute</i>	<i>Title</i>
Stine, Tom Y.	Jamestown College	Dean
Strother, Fred	Ohio State University	Assistant Dean of Men
Thompson, J. Jorgen	St. Olaf College	Dean of Men
Thompson, T. J.	University of Nebraska	Dean of Student Affairs
Thompson, W. H.	University of Omaha	Dean of Men
Tolbert, B. A.	University of Florida	Dean of Men
Turner, Fred H.	University of Illinois	Dean of Men
Wahr, F. B.	University of Michigan	Asst. Dean of Students
Weng, Frederick H.	Indiana St. Teachers Col.	Dean of Men
Zerfoss, Karl P.	George Williams College	Chairman of Counselling Committee

### APPENDIX B

#### Roster of Ladies Group

Mrs. W. E. Alderman	Mrs. Floyd Field	Mrs. J. A. Park
Mrs. J. W. Armstrong	Miss Field	Mrs. J. L. Rollins
Mrs. E. F. Bosworth	Mrs. D. H. Gardner	Mrs. J. P. Selden
Mrs. J. P. Cole	Mrs. R. E. Manchester	Mrs. Fred Strother
	Miss Manchester	

### APPENDIX C

#### Minutes of the Ladies Group

The ladies group approved a resolution to extend a vote of thanks to their hostesses, Mrs. J. W. Armstrong and Mrs. J. L. Rollins, for their very kind hospitality.

### APPENDIX D

#### Roster of Members 1933-1934

<i>Institution</i>	<i>Representative</i>
Akron, University of .....	D. H. Gardner
Alabama, University of .....	D. S. Lancaster
American University .....	C. B. Woods
Arkansas, University of .....	G. E. Ripley
Bates College .....	
Beloit College .....	W. E. Alderman
Brown University .....	S. T. Arnold
Bucknell University .....	R. H. Rivenburg
California, University of .....	T. M. Putnam
Carnegie Institute of Technology .....	A. W. Tarbell
Colorado, University of .....	H. G. Carlson
Delaware, University of .....	G. E. Dutton
Denison University .....	F. G. Detweiler
Denver, University of .....	John Lawson
DePauw University .....	L. H. Dirks
Detroit, College of the City of .....	J. P. Selden

## APPENDIX D (Continued)

<i>Institution</i>	<i>Representative</i>
Drexel Institute .....	L. D. Stratton
Florida, University of .....	B. A. Tolbert
Georgia School of Technology .....	Floyd Field
Illinois, University of .....	F. H. Turner
Indiana Teachers College .....	F. H. Weng
Indiana University .....	C. E. Edmondson
Iowa State College of Agriculture and Mechanical Arts ...	M. D. Helser
Iowa State Teachers College .....	C. R. Phipps
Iowa, University of .....	Robert Rienow
Kansas, University of .....	Henry Werner
Kent State College .....	R. E. Manchester
Kentucky, University of .....	T. T. Jones
Louisiana State University .....	J. P. Cole
Macalester College .....	C. E. Ficken
Maine, University of .....	L. S. Corbett
Massachusetts Institute of Technology .....	H. E. Lobdell
Michigan, University of .....	J. A. Bursley
Minnesota, University of .....	E. E. Nicholson
Missouri, University of .....	A. K. Heckel
Montana State College .....	J. M. Hamilton
Montana, State University of .....	J. E. Miller
Nebraska, University of .....	T. J. Thompson
New York University .....	T. A. Distler
North Carolina State College of Agri. and Eng. ....	E. L. Cloyd
Northwestern University .....	J. W. Armstrong
Oberlin College .....	E. J. Bosworth
Ohio State University .....	J. A. Park
Ohio University .....	J. R. Johnson
Ohio Wesleyan University .....	W. L. Sanders
Oklahoma, University of .....	J. F. Findlay
Omaha, University of .....	W. H. Thompson
Princeton University .....	Christian Gauss
Purdue University .....	M. L. Fisher
Rutgers University .....	Fraser Metzger
St. Olaf College .....	J. J. Thompson
South Dakota School of Mines .....	C. G. Watson
South Dakota, University of .....	J. H. Julian
Southern California, University of .....	F. M. Bacon
Southern Methodist University .....	A. C. Zumbrunnen
Stanford University .....	G. B. Culver
Tennessee, University of .....	F. M. Massey
Texas, University of .....	V. I. Moore
Washington, State College of .....	Carl Morrow
Washington University .....	G. W. Stephens
Wisconsin, University of .....	S. H. Goodnight
Wooster College .....	James Anderson



## APPENDIX E

## Summary of Previous Meetings

The first two meetings were held in 1919 and 1920 and resulted from the initiative of several deans in the Middle West. The conferences were informal and no publication was made of the minutes.

<i>Meeting</i>	<i>Present</i>	<i>Place</i>	<i>President</i>	<i>Secretary</i>
1st	6	Madison, Wis.	S. H. Goodnight	L. A. Strauss
2nd	9	Urbana, Ill.	T. A. Clark	S. H. Goodnight
3rd	16	Iowa City, Iowa	T. A. Clark	S. H. Goodnight
4th	20	Lexington, Ky.	E. E. Nicholson	S. H. Goodnight
5th	17	Lafayette, Ind.	Stanley Coulter	E. E. Nicholson
6th	29	Ann Harbor, Mich.	J. A. Bursley	E. E. Nicholson
7th	31	Chapel Hill, N. C.	Robert Rienow	F. F. Bradshaw
8th	46	Minneapolis, Minn.	C. R. Melcher	F. F. Bradshaw
9th	43	Atlanta, Ga.	Floyd Field	F. F. Bradshaw
10th	50	Boulder, Colo.	S. H. Goodnight	F. M. Dawson
11th	75	Washington, D. C.	G. B. Culver	V. I. Moore
12th	64	Fayetteville, Ark.	J. W. Armstrong	V. I. Moore
13th	83	Knoxville, Tenn.	W. L. Sanders	V. I. Moore
14th	40	Los Angeles, Calif.	V. I. Moore	D. H. Gardner
15th	55	Columbus, Ohio	C. E. Edmondson	D. H. Gardner
16th	61	Evanston, Ill.	H. E. Lobdell	D. H. Gardner

The next annual meeting will be held at Louisiana State University, Baton Rouge, Louisiana, February 28, March 1 and 2, 1935.

## APPENDIX F

## A Speakers Index of Minutes from the Third Annual Conference to the 15th Annual Conference, Inclusive

By KENNETH AGERTER, Office of the Dean of Men,  
Northwestern University

Alderman, Dean W. E., Beloit College	
Automobile Regulations at Beloit .....	13th Con. 63- 68
Function of the Dean of Men .....	10th Con. 42- 48
The Relation of the Depression to Student Life .....	15th Con. 73- 78
Armstrong, Dean J. W., Northwestern University	
Discipline .....	9th Con. 57- 61
Future of Our Work .....	12th Con. 92- 98
Report on Policy .....	13th Con. 114-125
Report on Projects .....	14th Con. 112-115
Student Government .....	8th Con. 18- 21
Student Migrations to Athletic Contests .....	11th Con. 60- 68
Bacon, Francis, University of Southern California	
Supervision and Direction of Dormitory Life .....	14th Con. 67- 74
Bennett, John H., Teachers College, Columbia University	
Dean of Men .....	7th Con. 20- 25
Blayney, Dean Lindsey, Carleton College	
College Deans and Report of the Carnegie Foundation.	10th Con. 21- 31
Bradshaw, Dean F. F., University of North Carolina	
Personnel Work and Vocational Guidance .....	6th Con. 17- 22
Preparation of Dean of Men .....	13th Con. 104-108
Responsibility of University for Moral and Social	
Life of the Students .....	5th Con. 29- 33
Selective Admission to State University .....	8th Con. 29

Bursley, Dean J. A., University of Michigan		
Fraternalities, Time of Pledging .....	8th Con.	10- 12
Fraternalities .....	9th Con.	7- 18
Preparation of Dean of Men .....	13th Con.	103-104
Regulation of Social Life .....	3rd Con.	
Results Under Various Rushing Systems .....	12th Con.	24- 35
Student Forum Movement .....	5th Con.	24- 37
Clark, Dean T. A., University of Illinois		
Absences, How Handled .....	3rd Con.	
Fraternalities .....	3rd Con.	
Fraternity Problems .....	10th Con.	62- 65
Hell Week .....	11th Con.	7- 14
How Can a Dean Come Into Closer Personal Contact with the Students in the Large University .....	6th Con.	7- 15
Students in the Large University .....	6th Con.	7- 15
How to Obtain Personal Contact .....	8th Con.	46- 48
Office of the Dean of Men .....	4th Con.	3- 12
Preparation of the Dean of Men .....	15th Con.	101-103
What Is a Dean of Men? .....	4th Con.	22
Clothier, Dean R. C., University of Pittsburgh		
Dean of Men and Personnel Work .....	13th Con.	30- 38
Cloyd, Dean E. L., North Carolina State College		
Personnel .....	9th Con.	63- 65
Committee Reports (Special)		
House Rules .....	4th Con.	12- 13
Report on Policy .....	13th Con.	114-125
Restriction of Area and Membership of Association...	4th Con.	17- 18
Coons, A. G., Occidental College		
Student Loan Policy .....	14th Con.	13- 17
Corbett, L. S., University of Maine		
Directions of Student Social Life .....	14th Con.	59- 66
Coulter, Dean Stanley, Purdue University		
Dean of Men and Scholarship .....	7th Con.	35- 40
Function of the Dean of Men ..... (8th Con. 72-74)	10th Con.	36- 40
Helping Freshmen .....	4th Con.	18- 21
History of Conference .....	9th Con.	33- 35
Personnel Work of the Dean of Men .....	5th Con.	3- 8
Sense of Humor—An Asset for the Dean of Men .....	11th Con.	27- 33
Social Life .....	3rd Con.	
Stimulating Students .....	6th Con.	22- 25
Student Government .....	4th Con.	22
University Atmosphere .....	12th Con.	58- 62
Why Is a Dean Men? .....	15th Con.	115-123
Cowdery, Dr. K. M., Stanford University		
Selection of Entering Students .....	8th Con.	52- 56
Culver, Dean G. B., Stanford University		
Deans of Men As an Educational Factor .....	11th Con.	24- 27
Distributed Mental Health .....	10th Con.	74- 79
Dirks, Dean L. H., DePauw University		
Fraternalities .....	10th Con.	65- 67
Operation of Dormitories .....	13th Con.	125-132
Discussions		
Anonymous Publications .....	6th Con.	51
Chapel Services .....	6th Con.	51- 52
Fraternity Initiation and Scholarship .....	6th Con.	51
Intoxication .....	6th Con.	51
Intoxication .....	8th Con.	39- 41
Student Council Politics .....	6th Con.	47- 51

Student Extravagance .....	4th Con.	24- 25
Student Government .....	6th Con.	41- 45
Student Loans .....	8th Con.	37- 39
Students Who Work .....	9th Con.	39- 47
Doyle, Dean H. G., George Washington University		
Censorship of Student Publications .....	10th Con.	15- 21
The College Myth .....	11th Con.	68- 81
Dubach, Dean U. G., Oregon State College		
Cooperative Buying for Fraternities .....	14th Con.	29- 31
Fraternity Scholarship .....	8th Con.	6- 7
Freshman Week .....	10th Con.	57- 62
Dean of Men and Educational Affairs .....	12th Con.	99-106
Duerr, M. R. E.		
Work of the Inter-fraternity Conference .....	9th Con.	18- 22
The Place and the Opportunity of the Fraternity in the Educational Scheme .....	15th Con.	56- 59
An Address Delivered to the Fraternity Men at Ohio State University Greek Night .....	15th Con.	70- 72
Engberg, Dean C. C., University of Nebraska		
Academic Mortality .....	8th Con.	49- 54
Exner, Dr., American Social Hygiene Association		
Sex-Social Education .....	8th Con.	14- 18
Field, Dean Floyd, Georgia School of Technology		
Cooperation with Inter-fraternity Council .....	8th Con.	12- 14
Fraternity Scholarship .....	13th Con.	136-140
Fraternity As a Moral and Spiritual Force .....	14th Con.	35- 42
When Should a Student Choose His Course? .....	5th Con.	21- 24
Fisher, Dean M. L., Purdue University		
Automobiles .....	9th Con.	29- 32
Housing of Unorganized Students .....	11th Con.	15- 19
Gardner, Dean D. H., Akron University		
What Makes the Dean of Men Acceptable .....	12th Con.	64- 71
Report on National Survey on Student Administration .....	14th Con.	75-107
Report of the Committee on "The Functional Survey" .....	15th Con.	10- 13
Graber, Dean M. E., Morningside College		
Freshmen .....	9th Con.	35- 39
Goodnight, Dean S. H., University of Wisconsin		
Control of Inter-collegiate Athletics .....	11th Con.	53- 60
Fraternity Discipline .....	5th Con.	8- 13
Fraternity House Inspection .....	8th Con.	7- 10
Function of the Dean of Men .....	8th Con.	72- 74
How Can Dean of Men Best Serve the University? ....	6th Con.	1- 5
Student Government .....	9th Con.	22- 29
Greanleaf, Walter J., U. S. Office of Education		
Beyond the Walls of the College and the University ..	15th Con.	83- 87
Heckel, Dean A. K., University of Missouri		
Fraternities .....	10th Con.	67- 70
Hopkins, President L. B., Wabash College		
Nature and Scope of Personnel Work .....	13th Con.	22- 33
Personnel Bureau and the Dean .....	8th Con.	42- 46
Hormell, Dean W. G., Ohio Wesleyan University		
Auditing Accounts of Student Organizations .....	3rd Con.	
Control of Accounts of Student Organizations .....	5th Con.	15- 20
Social Life of the Unorganized Student .....	8th Con.	24- 27
Hubbard, Dean L. H., University of Texas		
Fraternities .....	7th Con.	3- 5
Scholarship Requirements of Fraternities .....	6th Con.	30- 34

Part of Dean of Students Should Play in College Administration .....	108-112
Hurrey, Charles D., General Secretary, Committee on Friendly Relations Among Foreign Students	
The Problem of the Foreign Student .....	15th Con. 25- 34
Johnson, Dean S. A., Colorado State College	
Limitation of Extra-Curricular Activities .....	5th Con. 14- 15
Kirks, Dean L. H., DePauw University	
Dormitory Operation .....	13th Con. 125-135
Lancaster, D. S., University of Alabama	
Effects of the Depression Upon Student Life .....	15th Con. 78- 82
Lindley, Chancellor E. H., University of Kansas	
Student Group Life .....	11th Con. 82- 85
Levitt, W. V., Colorado College	
Individual Case Studies .....	14th Con. 54- 58
Mann, Dr. R. C., American Council of Education	
Procedure in Personnel Work .....	8th Con. 48- 52
Melcher, Dean C. R., University of Kentucky	
Anti-Fraternity Campaign .....	5th Con. 27- 28
Preparation of the Dean of Men .....	13th Con. 109-110
Religion As a Guidance Factor .....	12th Con. 85- 92
The Student Who Works to Provide Expenses .....	8th Con. 39- 47
Extending the Functions of the Dean of Men .....	15th Con. 109-110
Miller, Dean E. J., University of California, Los Angeles	
Extra-curricular Activities .....	10th Con. 6- 11
Improving Conduct and Management of Social Affairs	12th Con. 74- 80
Moore, Dean V. I., University of Texas	
University New Dean of Men .....	10th Con. 74- 80
Nicholson, Dean E. E., University of Minnesota	
Dean of Men As a Constructive Factor .....	12th Con. 62- 64
Fraternities, Sophomore Pledging .....	7th Con. 5- 19
Relation of Fraternities to the University .....	6th Con. 26- 30
Rooming House Problems at Minnesota .....	5th Con. 33- 34
Social Customs .....	9th Con. 47- 56
Student Government .....	4th Con. 22
Student Self-Government .....	3rd Con.
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